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Motivations and values of outdoor education students: Perspectives from North Karelia, Finland and Minnesota

A PLAN B PROJECT
SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL
OF THE UNIVERSITY OF MINNESOTA
BY

Matti Erpestad

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
MASTER OF ENVIRONMENTAL EDUCATION

Ken Gilbertson, PhD

May, 2013

Acknowledgements

I would like to thank my committee for many, good, long conversations, my families for their support while I've been in the throes of thesis world, and Kaitlin for everything.

Dedication

This thesis is dedicated *rakkaalleni, sillä olet aina mukana*.

Abstract

This study explored pre-service and alumni outdoor education students' motivations for studying outdoor education and their values of the field of outdoor education. Student and alumni perspectives from one American and one Finnish institution of higher learning were investigated through electronic surveys and semi-structured interviews. Data was collected and analyzed using a concurrent mixed methods research design. Findings indicated that respondents' motivations and values are seldom singular, but rather a combination of factors. Prominent findings across study sites indicated that students were motivated by the combination of recreational pursuits in the outdoors with a job and by past experiences in the outdoors. They perceived outdoor education as valuable in providing people with meaningful experiences in the outdoors that benefit both people and the natural world, and in helping counteract a societal disconnection from nature. Implications for practioners and for research are discussed, and specific recommendations for each site are provided.

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Chapter 1

Introduction

Background

Why do students pursue the field of outdoor education (OE)? There is substantial research on motivation to participate in outdoor adventure and recreation programs and activities (D'Amato & Krasny, 2011; Ewert, Gilbertson, Yuan-Chun, & Voight, 2012; Ewert & Hollenhorst, 1989; Sugerman, 2003) as well as using these activities to motivate students to learn (Karppinen, 2012; Moos & Honkomp, 2001; National Wildlife Foundation, 2010) but there is a lack of research on motivations and perspectives of pre-service outdoor educators. In order to strengthen the field of outdoor education, it is necessary to understand these motivations and to understand what college students believe the value of their field is.

Outdoor education, according to a foundational definition by Simon Priest (1986), is comprised of six definitional characteristics: it is a method of learning, it is experiential, it takes place primarily in the outdoors, it uses all of the senses (it is holistic), it is based on interdisciplinary curricula, and it is about relationships between people and natural resources (p. 13). As such, it is a broad field that overlaps with the related fields of environmental education, adventure education, nature tourism, and outdoor recreation (Gilbertson, Bates, McLaughlin, & Ewert, 2006). Outdoor education plays an important role as a field of work and a field of study due to its potential to educate about the intrinsic and extrinsic values of the outdoors. With the increasing popularity of a wide variety of recreational activities and continual growth of tourism,

one role that outdoor educators play is to facilitate people's interaction with the outdoors (Kimmel, 1999). The ways in which outdoor education occur depends on geographical location and the way in which the field has developed in that place. For example, there appears to be a cultural difference between the way that outdoor education has developed and is practiced in the United States in relation to Finland, where outdoor education training focuses on service-related nature tourism instead of education-oriented outdoor programs.

Contemporary outdoor education in the United States emerged at the turn of the 20th century with the recognition that direct experience and contact with the outdoors is beneficial to learning (Dewey, 1938/1997). The use of the outdoors as a "laboratory of learning," however, can claim deeper philosophical roots in the works of Jean Jacques Rousseau and Johann Heinrich Pestalozzi, among others (Hammerman, Hammerman, & Hammerman, 2001). From its early days centered on camping education and a variety of excursions outdoors to complement and enhance school curricula, outdoor education has shifted forms as American society has developed and changed (Eells, 1986; Hammerman & Hammerman, 1973). Contemporary outdoor education is seen as a way to educate to conserve resources, to develop skills to help people enjoy the outdoors, and to teach personal responsibility in one's actions toward the environment (Hammerman et al., 2001). Regardless of the aim of the outdoor educator, their role as leader and interpreter is of paramount importance in relation to the experience that visitors/customers receive (Kimmel, 1999; Miles, 1987). The type of experience and type of learning that can occur during outdoor education experiences is directly related

to the training that the outdoor educator receives (Kimmel, 1999; Weiler & Davis, 1993). A missing link in this chain is the reasons why outdoor educators seek out specific training.

As the field has developed and practitioners have become professionals, the necessity of training in knowledge, skills, and methods of the field has also risen to a professional level (Cordes & Ibrahim, 2003; Gilbertson et al., 2006). In the United States, this training occurs in colleges and universities in the form of undergraduate degrees in recreation or variations of "environmental and outdoor education." As a counterpoint, training in outdoor education in Finland occurs in vocational colleges under the auspices of "the nature and the environment field" with the aim of providing students with the knowledge and skills to lead groups in a nature tourism setting (Pohjois-Karjalan Koulutus Kuntayhtymä, 2012).

When speaking about outdoor education in Finland, it is necessary to address Finland's cultural and linguistic perspective. Linguistically, there is not a direct translation for the word "outdoor education," though suitable alternatives can be found (Karppinen, 2012a; Karppinen, 2012b). Karppinen (2012a) uses the English term outdoor adventure education, which he links to the Finland's deeply ingrained outdoor camping culture, or *Erä* (p. 1). He says:

> The official educative or pedagogical meanings of Erä are basic outdoor skills such as fishing, trekking, skiing, skating or just surviving in the natural environment, the protection of natural environment, sustainability and Everyman's Right policy. In non-formal education it seems that the modern ideas

> of outdoor adventure education and therapy, such as "using deliberate adventurous experiences to create learning and changes in individuals and groups" (Priest 1999, xiii; Gass 1993, 5) are naturally included in the modern Erä process (Karppinen, 2012a, p. 2).

Outdoor education as a field is in its initial stages in Finland, especially as an academic discipline. According to Karppinen (2012b), "until in the late 1990's and the beginning of the year 2000, the ideas of modern outdoor adventure education were remarkably unknown in Finnish culture" (p. 43), yet now professional organizations such as the Adventure Education National Network (*Seikkailukasvatusverkosto*) are pursuing outdoor education at the professional level. Although this organization uses the English term "adventure education," they recognize the "unending discussion" that these terms create (Suomen Nuorisokeskukset Ry, 2009).

The development of outdoor education in Finland follows the strong cultural connection to the land echoed in Finland's *Erä* culture as well as *jokamiehenoikeus*, Finland's universal land access laws (referred to as Everyman's Right policy in the above quote). Finland has a deeply rooted cultural tradition of hunting, fishing, and berry and mushroom picking that is still reflected in the fact that although 80% of the population live in urban areas, 40% of the adult population take an average of nine nature trips per year per person (Silvennoinen & Tyrväinen, 2001). This strong cultural basis of nature-based outdoor recreation in conjunction with the rising demand and prevalence of nature tourism is leading to the growth of possibilities for outdoor education (Bell, Tyrväinen, Sievänen, Pröbstl, & Simpson, 2007; Tyrväinen, 2006).

The consequential growth in demand has led, in turn, to the need for training programs for outdoor educators, which is centered more in the nature tourism aspect of outdoor education.

From these slightly divergent realms of training, how do students' perspectives on their motivations to pursue the field as well as their views on the value of the field itself combine to strengthen the practice of outdoor education?

Purpose Statement

The purpose of this study is to explore pre-service and alumni outdoor education students' motivations for studying outdoor education and their values of the field of outdoor education. The perspectives of outdoor education majors and alumni at one institution of higher education in Minnesota and at one institution of higher education in North Karelia (Finland) will be investigated. As a researcher who feels "at home" in both places, I find myself in a unique position to engage myself in the culture, language and people to pursue this study.

Research Questions

The following questions will be addressed in this research:

1. What are the motivations of outdoor education majors and alumni at North Karelia College and at the University of Minnesota Duluth to study outdoor education?

2. How do outdoor education majors and alumni at North Karelia College and at the University of Minnesota Duluth value the field of outdoor education?

Definition of Terms

The following section lists key terms for this study. The specification of definitions is according to Babbie (2011) and Creswell (2009).

Outdoor education.

Outdoor education, as adapted from Simon Priest (1986) is an experiential, holistic, and interdisciplinary method of learning that is taught primarily but not exclusively outdoors and focuses of the relationships between people and nature. The Finnish language term *luonto- ja ympäristöala*, literally "nature and the environment field" is used an equivalent of the English language term "outdoor education"

For purposes of this paper outdoor education is synonymous with outdoor adventure education. Outdoor education and environmental education, adventure education, experiential education, and nature tourism are overlapping concepts that encompass aspects of each other but are not synonymous.

Higher education.

Higher education is study beyond the level of secondary school as provided by colleges, universities, professional schools and community colleges after completion of which a degree is rewarded (www.merriam-webster.com).

For purposes of this study, this definition refers to the University of Minnesota Duluth and North Karelia Vocational College in Niittylahti, Finland, both of which provide outdoor education training for high school graduates.

Nature- based outdoor recreation.

Outdoor recreation is a wide range of activities in the outdoors that are voluntarily engaged in by individuals and groups prompted by internal motivations and the desire to achieve personal satisfaction which also meet intellectual, physical, and social needs (McLean, Hurd, & Rogers, 2008). This study focuses on *nature-based* outdoor recreation, which emphasizes active involvement in and engagement with the natural world. Nature-based outdoor recreation is a term used by the Minnesota Department of Natural Resources (2012), and Beery (2013) posited nature-based outdoor recreation as a translation of the Swedish term *friluftsliv*, which Karppinen (2012a) claims is synonymous with the Finnish cultural term *Erä*.

Significance

The results of this study can be used to help to understand the value of outdoor education on a social and cultural level based on pre-professionals' own perspectives on why they seek training in the field. This research emphasizes the role of the facilitator/educator of experiences in the natural world and the role of the training that they receive. As such, this project intends to contribute to the development of academic research concerning outdoor education in Finland, which is still very limited (Karppinen 2012a). In addition, this study aims to bring awareness to the role of the educator's training, which, in turn can help increase the delivery of outdoor education by higher education faculty.

Limitations

This study has a number of limitations. First, because random sampling was not used, the results are not generalizable beyond the two study sites. Convenience sampling was used for both the survey sample and the interview respondents for reasons of access and time, and, as such, there was an inherent bias in their selection (Babbie, 2011). Due to a limited time frame in visiting North Karelia College to collect data, the researcher had access to two students in their final year of study. Their remaining classmates were at internships in various parts of Finland, and thus the researcher was not able to choose freely from all of these potential respondents.

Second, UMD did not have a public list of alumni with up to date contact information. Contact with the UMD alumni was thus done through a faculty advisor's Facebook page, which suggests a couple of limitations. First, the alumni who were "friends" with the advisor were probably those who generally had a more favorable personal relationship with that advisor and who may have had a more favorable opinion of the academic program. Once contacted, the alumni had two weeks to complete the electronic survey, which assumed that they use Facebook regularly enough to have completed the survey in the time period.

The limitations inherent in the concurrent triangulation research design include the effort and expertise required to study a phenomenon using two different methods as well as the difficulty in comparing results (Creswell, 2009). The researcher strived to immerse himself in both datasets and to repeatedly reevaluate his perceptions of their meaning. He bracketed his biases and view motivation and value from the respondents'

perspectives as recommended by Bloomberg and Volpe (2008). In terms of comparing results, joint displays and figures were developed to visually represent findings as suggested by Creswell (2009) and Plano Clark (2007).

Chapter 2

Literature Review

Overview

This chapter reviews academic literature in order to provide a basis for better understanding the phenomenon of outdoor education and the theories from which it draws. This chapter contextualizes the literature and provides a basis for better understanding the research questions asked in this project.

The review of the literature begins by presenting and explaining the philosophical foundations of outdoor education. The foundational theories that support outdoor education are elucidated and the value and need for outdoor education is explained. The changing definitions of what is now called outdoor education in the United States is explained and examined in context. Contemporary literature on outdoor education outside of the United States is presented, and outdoor education in Finnish cultural context is described at the end of the chapter.

Philosophical Foundations of Outdoor Education

Although the term "outdoor education" began to be applied generally in the United States in the 1950s (Eels, 1986; Sharp, 1947), the ideas behind outdoor education have much deeper roots. Frequently cited philosophers whose ideas have created roots for outdoor education include John Amos Comenius (1592-1670), Jean-Jacques Rousseau (1712-1778), and Johann Heinrich Pestalozzi (1746-1827) (Hammerman et al., 2001; Hammerman, 1980). Comenius was known as an advocate

of sensory learning, believing that every child should be involved in direct experience with the object of study (Hammerman, 1980). He believed the use of the five senses were "the avenues through which children were to come in contact with the natural world" (as cited in Hammerman, 1980, p. *xv*).

Rousseau carried out ideas of Comenius and emphasized the need for physical activity as a part of education as well as harnessing the students' natural curiosity (Hammerman et al., 2011; Hammerman, 1980). As such, he believed that education should be less literary and linguistic and more sensory and rational. Rousseau proclaimed, "Our first teachers are our feet, our hands and our eyes. To substitute books for all of these…is but to teach us to use the reason of others" (as cited in Hammerman, 1980, p. *xv*).

Pestalozzi educated students through direct experience with real objects at his farm-home school, where he taught practical skills like farming, housekeeping, spinning, and weaving in addition to traditional reading, writing, and arithmetic (Hammerman et al., 2001). His methodology hinged on the belief that students would be able to formulate principles and generalizations at their own time based on the personal experiences they have (Hammerman, 1980). Pestalozzi's most famous quotation is:

> Lead your child out into nature, teach him on the hilltops and in the valleys. There he will listen better, and the sense of freedom will give him more strength to overcome difficulties. But in these hours of freedom let him be taught by

> nature rather than by you. Let him fully realize that she is the real teacher, and that you, with your art, do nothing more than walk quietly at her side. (Hammerman, 1980, p. *xvi*)

Numerous other philosophers and educators have taken up the cause of experiential education, and the ideas of those most relevant to the emergence of outdoor education in the United States are mentioned in the following section.

The Emergence of Outdoor Education in the United States

Outdoor education in its contemporary form emerged in the beginning half of the 20th century in the context of educational reform, the camping movement, and a changing society (Hammerman, et al., 2001; Sharp & Partridge, 1947; Smith, 1973). Although many early forms of outdoor education were based on the notion of "roughing it" in the outdoors, the usefulness of the outdoor approach to aid learning gradually lent itself to be more tied to enhancing the school curriculum (Sharp, 1952/1973; Sharp & Partridge, 1947). The changing nature of outdoor education will be discussed using the following five distinct periods presented by Hammerman (1987), a sixth period added by Hammerman et al. (2001) as well as research on developments past the 1980s: the period of inception (1930-1939), the period of experimentation (1940-1951), period of standardization (1952-1960), the period of resurgence and innovation (1960-1969), the period of new directions (1970-1985), and the period of diversity and networking (1986-).

The first major event in outdoor education, in its burgeoning form of school camping, was the creation of the Gunnery Camp by Frederick William Gunn in 1861 in Washington, Connecticut. The use of camping and the "impact of outdoor living experiences" as a way to teach youth began in the middle and latter half of the 19th century with a wide array of vision, from preparation for a soldierly life to active engagement with religion (Eels, 1986, p.4). Gradually the trend of camp schools transitioned into the creation of organized camps that provided children opportunities during the summer time, where "living in the out-of-doors" was seen "as a healthy and educational antedote [*sic*] to the effects of urban life and industrialization" (Eels, 1986, p. 29). Among these early camps were private camps for boys, private camps for girls (around the turn of the century), and Young Men's Christian Association (YMCA) and Young Women's Christian Association (YWCA) camps, among others (Eels, 1986). Despite initial hostility and disinterest from society at large regarding the early camping movement because the need was not understood, the movement began to spread and gain popularity in the first two decades of the twentieth century (Eels, 1986). Because of short-lived nature of many of the early camps, there was widespread experimentation with philosophy and methodology, but Eels emphasized, "Ridicule of the radical idealists ceased as educators began to see the possibilities of camping as education" (Eels, 1986, p. 56). What these camping experiments had in common was the notion that outdoor experiences have a positive impact on youth. Eels (1986) stated, "From its very inception, one of the major concerns of the camping movement has been the understanding, appreciation, and conservation of the environment" (p. 126).

Progressive Educational Reform

Camping, in and of itself, however, does not equate to outdoor education**,** although it can be an effective tool for outdoor education. Miles (1987) clarified that:

> Outdoor education has always suffered from the commonly held belief that some intrinsic quality of the outdoors was inevitably educative. Some people are prepared to grow in consequence of encountering nature and wild places, and need no help; but others need guidance. (p. 38)

The experience of camping, thus, can be an educative experience, but this depends on the role of the teacher or facilitator of the experience. In terms of the historical development of outdoor education, another key piece in the early twentieth century was a social thrust for educational reform in the progressive education movement. John Dewey was a philosopher and educational reformer well renowned during this period for believing that learning and experience are intertwined and that education should be concerned with "living and learning through direct experiences and should be directed toward the "whole child"—physically, mentally, and emotionally" (as cited in Eels, 1986, p. 127). Dewey (1938/1997), considered by many to be the forefather of modern experiential education, called education "a development within, by and for experience" (p. 28). Whereas the camping movement and the correlated nature study movement of the 1890s aimed to enhance students' cognitive and affective connection with the

natural world, progressivism as a movement sought to make the educational experience more active with a focus on practical knowledge (Knapp, 2012). Progressive educators believed that the types of experiences that children had at camps "could well be emulated in the schools" (Eels, 1986, p. 126). The main concern here is to improve the quality of children's learning, and, as L.B Sharp, an outspoken proponent for experientially based outdoor education and a high school principal, put it:

> That which can be best learned inside the classroom should be learned there; and that which can best be learned through direct experiences outside the classroom, in contact with native materials and life situations, should there be learned. (Sharp, 1947, p. 43).

The Need for Outdoor Education

As the progressive education movement began to falter in the 1940s and 1950s, outdoor education, then termed as such for the first time, began to increase in importance (Knapp, 2012). In order for outdoor education-- "education *in, about* and *for* the outdoors"—to enter the formal school system, the need for such education began to be conceptualized (Donaldson & Donaldson, 1958/1973, p. 7). One major reason for outdoor education, or, more specifically contact with the natural world, argued also by proponents of the camping movement, was the need to counter humankind's separation from the natural environment through the process of urbanization (Donaldson & Donaldson, 1958/1973; Eels, 1986; Knapp, 2012; Shankland, 1947). To clarify: in 1947, S.D. Shankland presented the need for outdoor education based on the ails of congestion and overcrowding in cities, where, by then, over 60 % of people lived. The

percentage of the American population living in cities in 2010 has subsequently risen to 80.7% (Lambert, 2012). The process of urbanization has been evidence of a continuing societal shift, and, as such, the need for outdoor education is something that society as a whole needs (Rilo, 1984). Sharp and Partridge (1947) noted that the movement "toward realism and naturalism" in education met a "latent need" of the masses of people living in cities (Sharp & Partridge, 1947, p. 17). As Sharp and Partridge (1947) said it in, "a movement as extensive as camping in America today could never have developed the support it has unless it met some kind of definite need" (p. 17).

Which needs has outdoor education met exactly? Hammerman et al. (2001) clarified that outdoor education meets the following basic needs: the need for effective learning, the need for basic concepts, the need for realism in education, the need for awareness, the need for the appreciation of the natural environment, the need for environmental literacy, and the need for recreative experience. By meeting these needs, the authors contended that outdoor education has been valuable because it has produced both tangible and intangible results. The needs met relate to educational practice and philosophy, a relationship with the natural world, and environmental concern and psychological well-being.

Learning Theories and Outdoor Education

The needs for effective learning and basic concepts have been supported by a variety of learning theories. In the early 20th century, educational reformers such as Sharp (1947) and Dewey (1938/1997) realized that the traditional classroom approach could be greatly improved upon in order for more effective learning to occur. Their

perspective and views have been reinforced by work by many others, notably David Kolb (1984) and Howard Gardner (1993, 2000).

Dewey's contribution has often been boiled down to "learning by doing," but Kolb (1984) elaborated on the "cycle of experiential learning." Kolb broke down the learning process into four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation, which, in turn, leads to concrete experience again. Higgins and Nicol (2002), Scottish outdoor educators and academics, presented these same four stages of Kolb's model as experiencing something, interpreting the experience, generalizing the experience, and applying the experience. In their report on outdoor education created through collaboration of multiple outdoor educators in the European Union, they emphasized that Kolb's model shows that the student has not simply learned by being exposed to the experience, but rather it has been the instructor's role to help the student interpret the experience and generalize it so that it becomes relevant to the student (Higgins & Nicol, 2002). Providing students with a direct experience has been a way to bring real meaning to abstract concepts, and thus improve students' understanding of basic concepts (Hammerman et al., 2001).

Influential work by Howard Gardner (1993) suggested that students learn in many different ways—using multiple intelligences—and thus teachers must learn to teach to the ways that students learn. Higgins and Nicol (2002) highlighted this point by emphasizing the difference between teaching strategies—or what teachers want the students to learn—and learning outcomes, or what the students actually learn (p. 6). Gardner (1993) enumerated the following intelligences that each learner possesses to a

lesser of greater extent: musical intelligence, bodily-kinesthetic intelligence, logical-mathematical intelligence, linguistic intelligence, spatial intelligence, interpersonal intelligence, and intrapersonal intelligence. Gardner criticized the traditional educational system because of the way it favors the logical-mathematical intelligence. Gardner's theory of multiple intelligences has been updated to include a naturalistic intelligence, which theorized that students learn by being in natural areas (Gardner, 2000).

The definition of outdoor education advanced by Priest (1986) presented six aspects of outdoor education. According to this conceptualization outdoor education is an interdisciplinary experiential method of learning that uses all five senses, takes place primarily outdoors and focuses on the relationship between humans and the environment. The learning theories addressed above demonstrate how outdoor education as an experiential method of learning meets the need for effective learning and basic concepts as proposed by Hammerman et al. (2001). Philosophers such as Comenius and Pestalozzi emphasized the value of using all five senses, and Higgins and Nicol (2002) affirmed that when taking multiple intelligences or multiple ways of learning into account, learning through the use of multiple senses provides more opportunities for students to internalize the experience—or generalize the experience in Kolb's terminology.

Relationship to Nature and Outdoor Education

The need for awareness of the natural surroundings, the need for the appreciation of the natural environment, and the need for environmental literacy were

found to be salient themes in academic literature, especially environmental education literature (UNESCO-UNEP, 1976). There were a multitude of voices in the literature that emphasized the importance of affective (emotional) ties to the natural world (Cheng & Monroe, 2012; Hinds & Sparks, 2008; Hungerford & Volk, 1990; Iozzi, 1989a, 1989b; Kals, Schumacher, & Montada, 1999; Müller, Kals, & Pansa, 2009; Pepi, 1994; Pooley & O'Conner, 2000; Sward & Marcinkowski, 2001). Some researchers contended that an emotional connection to the natural world was a prerequisite for the development of an environmentally literate citizenry (Sward & Marcinowski, 2001) as well as acting in ways that benefit the environment (Hinds & Sparks, 2008; Kals et al., 1999; Pepi, 1994; Pooley & O'Connor, 2000). The variety of terms that researchers used to refer to an emotional connection with nature included environmental sensitivity (Hungerford & Volk, 1990), nature appreciation (Pepi, 1994), emotional affinity toward nature (Kals et al., 1999; Müller, Kals, & Pansa, 2009), affective connection (Hinds & Sparks, 2008; Iozzi, 1989a, 1989b), and connectedness to nature (Beery, 2012; Cheng & Monroe, 2012; Mayer & Frantz, 2004).

As early as 1984 outdoor education researchers forecasted that the use of computers in education and ever increasing amounts of leisure time would have a definite impact on outdoor education and on children (Rilo, 1984). Literature that addressed the benefits of time in the outdoors on children's health, learning, and lifestyle (Cottrell & Raadik-Cottrel, 2010) responded to heightened awareness and perceptions of an unhealthy lifestyle resulting from a sedentary lifestyle and the minute amounts of time that children regularly have spent outdoors (Godbey, Caldwell, Floyd,

Payne, 2005). Not only was children's disconnect from nature recognized, but the extent of this disconnect in their everyday lives continues to increase (Charles, 2009). According to a Colorado Legislative Report (2010), Colorado children not only spend half as much time outside as they did 20 years ago, but childhood obesity has more than doubled and adolescent obesity has tripled at the same time.

Leisure, Recreation, Tourism and Outdoor Education

According to Hammerman et al. (2001), there has been a need for recreative experience because recreative activity "enriches and fulfills life" as well as has contributed to a healthy lifestyle (p. 18). The importance of participation in outdoor recreation as well as the number of people engaged in such recreational activities has continued to increase (Cordell, 2005). This increased interest in getting outdoors has contributed to the need for training in outdoor education (Cordes & Ibrahim, 2003; Gilbertson et al., 2006). Outdoor educators' roles have included how to facilitate people's experiences in nature and thus they have required training in how to teach (Gilbertson et al., 2006). Recreation managers have been concerned for appropriate ways to provide such opportunities (Driver & Bruns, 1999; Fulton, 2001), since one common motivation for involvement in outdoor recreation has been learning in general and learning about nature (Driver & Bruns, 1999; Driver, Tinsley, & Manfredo, 1991; Fulton, 2001; Roggenbuck, Loomis, & Dagostino, 1991). The increasing numbers of people spending time as tourists and seeking nature-related trips and outdoor activities is noted in the tourism literature (Blangy & Mehta, 2006; Cater, 1993; Jefferson, 1995; Moore & Carter, 1993). Kimmel (1999) argued for the potential of ecotourism as a

vehicle for environmental learning. He saw the utility of wilderness learning guidelines elaborated by Miles (1991) and agreed with Weiler and Davis (1993), who emphasized the need for training for tour leaders. Given the roles that tour leaders have been expected to play—from organizer, entertainer, group facilitator to teacher, "individuals with excellent communication/interpretive skills, organizational and leadership abilities, as well as environmental expertise and knowledge are surely few and far between" (Weiler & Davis, 1993, p. 96).

In the United States, the emergence of the new professional category of "outdoor leader" occurred during the late 1980s (McAvoy, 1987). The growth of outdoor recreation and people's interest in experiences in increasingly wild places contributed to the creation of this new professional (McAvoy, 1987). In McAvoy's (1987) words, "the continued demand for challenging outdoor opportunities has created a need for highly qualified outdoor leaders" (p. 460). Training for such leaders has developed in agencies that offer certifications as well as college and university programs, which most often reside in departments of recreation, leisure studies and services, experiential education, and human performance and development (McAvoy, 1987). The variety of training provided, in part due to the lack of one discipline that training for "outdoor leaders" seemed to fall under, appears to have contributed to the branching of outdoor education into a variety of fields.

The Branches of Outdoor Education and Academic Research

Trends in academic research associated with outdoor education have evolved as practice in the field itself has changed (Hammerman, 1987). Van der Smissen and

Joyce (1970) analyzed theses and dissertations in recreation, parks, camping, and outdoor education to develop the four following trends in research focus over time: 1) camping as education: prior to the 1950s; 2) school camping: the 1950s; 3) outdoor education: latter 1950s and 1960s; 4) environmental education: the 1970s. Since the 1970s the associated branches of the field of outdoor education has experienced a strong differentiation, which has also been reflected in the proliferation of professional associations and academic journal focused specifically on outdoor education, adventure education, experiential education, environmental education, interpretation, and recreation and leisure (Hammerman et al., 2001; Gilbertson et al., 2006). This differentiation, along with increased variation in types of programs, has been viewed as an indication that outdoor education is a mature field in the United States (VandenHazel, 1988). Research by Ford (1988) demonstrated the changing and diverse nature of the role of outdoor leaders depending on the type of programs in which they are involved. The different roles that educators and professionals have played reflected the different emphases of not only programs but the emphases of each strand of outdoor education.

Priest (1990) presented the two main of strands of outdoor education as environmental education and adventure education. According to his view, environmental education was concerned with two relationships:

> Ecosystemic relationships [which] refer to the independence of living organisms in an ecological microclimate" (basic biological concepts like web of life, food chain, energy pyramid) [and] Ekistic relationships [which] refer to the key

> interactions between human society and the natural resources of an environment. (Priest, 1990, p. 113)

Foundational texts in environmental education also emphasized the aim of developing a citizenry with the knowledge, awareness and motivation to work for an improved environment (Stapp et al., 1969). In contrast, adventure education has been seen to be focused on interpersonal relationships, which "refer to how people get along in a group…includ[ing] communication, cooperation, trust, conflict resolution, problem-solving, leadership influence, etc." and intrapersonal relationships, which referred to "how an individual gets along with self…includ[ing] self-concept, spirituality, confidence, self-efficacy, etc." (Priest, 1990, p. 114). One central premise of adventure education has been that change may occur in individuals and occur in response to "purposeful exposure to: Challenge, High Adventure, and New Growth Experiences" (Priest, 1990, p. 114).

Participation in adventure-based strands of outdoor education has been associated with a wide variety of positive outcomes from improved learner engagement (White, 2012), to personal growth, enhanced interpersonal skills, and group development (Ewert & Garvey, 2007), perceived self-efficacy for high school students (Constantine, 1993), and enhanced self-concept for college students (Finkenberg, Shows, & DiNucci, 1994) even though little has been understood about the way that development within participants occurs (McKenzie, 2000; Sibthorp & Arthur-Banning, 2004).

Studies on motivation to participate in adventure-based recreational activities (that is, those that contain potential element of danger or risk) have developed such theories as instinctual drive (Klausner, 1968; Noyce, 1958), arousal seeking (Berlyne, 1960), attributional constructs (Heider, 1958; Weiner, 1974), the peak experience (Maslow, 1964), and expectancy valence theory (Atkinson, 1964). A recent study by Ewert, Gilbertson, Yuan-Chun, and Voight (2012) uniquely contributed by addressing motivation of adventure activity instructors as well. While that study contained elements that related to this study, its focus was more on motivation for recreation participation and not on motivation to pursue outdoor education as a field of study.

Outdoor Education: A Changing Notion

The overlapping themes from numerous academic disciplines that informed the understanding of outdoor education for purposes of this project have thus far been almost entirely from an American perspective. In order to transition into understanding a broader context for outdoor education, recent critical strands within outdoor education literature that emerged from the United Kingdom, Australia, and New Zealand are discussed in order to expand understanding of what the term outdoor education has meant in a variety of contexts. These academic critiques of outdoor education might have also responded to the lament of Weiler and Davis (1993), who recognized that "tour leaders" have been often expected to possess a vast array of skills for which they may or may not have received proper training.

A recent strand of academic research within outdoor adventure education and outdoor education literature reemphasized the possibilities for developing a positive

relationship with or connection to nature. For example, Higgins, Loynes, and Crowther (1997), see figure 1 below, viewed outdoor education as existing among the intersections of outdoor activities, environmental education and personal and social development—which has traditionally been associated with adventure education (Priest, 1990).

Figure 1. The range and scope outdoor education. From Higgins, Loynes, & Crowther (1997).

Lugg (2007) contended that outdoor education in higher education can foster sustainability-literate citizens and that there has been an obvious connection between outdoor recreation and sustainability as well as between outdoor education and sustainability. She developed this premise from work by O'Connell, Potter, and Curthoys (2005), who stated:

> It has become fundamentally clear that sustainable education training in outdoor recreation rests on the curricula planners and instructors who teach in this exciting and rapidly growing area. It has also become evident that the future of this field is untenable should teachers in post-secondary outdoor recreation programs not recognize and act on their responsibility to train sustainable leaders for tomorrow. (p. 91)

Martin (2004) argued that outdoor adventure can indeed promote a relationship with nature in a more powerful way than approaches that have negated or ignored the value of adventure. Martin (2004) favored what has been called the "greening" of outdoor education, but he did not agree with the idea that skill learning through adventure "impinges on environmental outcomes" (p. 24; Payne 2002; Lugg, 2004). He purported that "what may be lacking in the greening of outdoor education are programmes which enhance environmental connectedness, yet retain the potency of adventure-based learning which has so long endeared students and teachers to outdoor education as a viable alternative pedagogy" (Martin, 2004, p. 20).

In *A pedagogy of place: outdoor education for a changing world*, Wattchow and Brown (2011) challenged traditional views of the role of outdoor education in contemporary society with the aim of improving the pedagogy of outdoor education. From the premise that outdoor education "is no longer in its infancy," they contended that outdoor education "now requires a sustained and defensible set of values and practices" (p. 27). Wattchow and Brown (2011) stated that there is no universal outdoor education prescription, but rather they "hope to open up new ways of thinking about

and enacting outdoor education, which is cognisant of the places participants experience via outdoor education, and the places where they live" (27). They presented four signposts of place responsiveness in outdoor education: 1) being present in and with place, or being attentive to the natural world in order to develop a connection; 2) the power of place-based stories and narratives—which emphasizes the interpretive role of an outdoor educator as a storyteller; 3) apprenticing ourselves to outdoor places; and 4) the representation of place experiences (Wattchow & Brown, 2011). Their approach has called for training for outdoor educators and guides that moves away from technical skills and credentials to "knowing one's place(s) and developing good pedagogic strategies for introducing others to it/them" (Wattchow & Brown, 2011, p. 182).

The need for outdoor education as based in its specific place and culture has been echoed in the writings of many other academics (Brookes 2002/2003; Higgins & Loynes, 1997a/1997b; Joyce, 2011). Scottish outdoor educators Higgins and Loynes (1997b) argued that despite inherent cultural differences there has still been much common ground between outdoor education approaches within Europe.

Outdoor Education from a Finnish Perspective

Now that the notion of outdoor education has been examined from an American perspective as well as conceptions from Europe and Australasia, it is necessary to present an understanding of outdoor education from a Finnish perspective in order to better understand the second study site in this study. Finland's neighboring countries of Sweden and Norway have figured more prominently in the outdoor education literature, especially in regards to their cultural term *friluftsliv* (e.g. Henderson & Vikander, 2007).

There is a gap in the literature in terms of Finland, which arguably has had a history and culture that could lend a similarly valuable addition (Karppinen, 2012a).

Finland, too, has had a strong tradition of outdoor education, albeit the ways that it has developed has been different due to its cultural history. An essential part of this development, regardless of the culture, has been the relationship its citizens have had with the environment (Karppinen, 2005). Whereas the United States has strong cultural traditions built around the notion of the frontier and "roughing it" (Sharp, 1947), Finland has had "a long tradition, with a close and deep relationship with nature" called *Erä* (Karppinen, 2012a, p.1). *Erä* (pronounced "Air-ä," ä as in apple) can be translated directly into English as "outdoor life," German "*Wildnis/Draussen/In Freien Natur Leben",* French "*Plein air*", and into Norwegian/Swedish/Danish: "*Friluftsliv*" (Karppinen 2012a). Historically *Erä* has meant: "Wilderness life in an uninhabited area, surviving rough challenges and being part of Mother nature and close to [the] natural environment, with fresh waters and wild beasts" (Vahtola 2003 as cited in Karppinen, 2012a, p.1). In Finland, a land covered by 77% forest with 188,000 lakes, a relationship to nature has historically played a center stage role in their cultural perspective, from times captured in the National epic story, the Kalevala, to more recent history (Karppinen, 2012a). Karppinen (2012a) argued, however, that in the context of "outdoor adventure education" in contemporary Finland, *Erä* has taken on a new meaning.

An important distinction here is that because of differences in culture and language the same or similar concepts have come out in different specific words, adding

on layers of complexity to such concepts as experience, for example (Karppinen 2012b). The most equivalent Finnish word for outdoor education as understood in this project has appeared to be found along the intersections of *seikkailukasvatus* and *Erä*. Literally translated, *seikkailukasvatus* is "adventure education," and the use of the concept has equated to the term "outdoor adventure education," which has been used in academic research to refer to adventure education that occurs outdoors (for example D'Amato & Krasny, 2011). The term *koulun ulkopuolinen kasvatus*, literally "education outside of school" can be founded in the literature, but its use has not appeared to be significant (See Kalliokoski & Saikkonen, 1999). The doctoral dissertation from which this term arose clarified that outdoor education and adventure education have only been found in Finnish universities as specialty courses within departments of education (Kalliokoski & Saikkonen, 1999). The Finnish term that an American would call outdoor education, thus, should be understood in the context of its cultural and historical development in relation to outdoor recreation and tourism.

The Development of Finnish Outdoor Education: In the Context of Outdoor Recreation and Nature Tourism

Outdoor recreation and tourism have been intimately linked together in Finland as a result of the historical interaction between nature conservation and tourism (Sorsa, 2004). Nature conservation in Finland initially arose in the context of late nineteenth century waves of Finnish nationalism and romanticism, during which famous Finns, such as composer Jean Sibelius, were inspired by Finnish landscapes (Sorsa, 2004). The development of the first Finnish national parks, which used the national parks of

the United States as "unstated models for the proposal" (Järvikoski, 1993, p.8), arose with the desire to protect these landscapes on the basis of their beauty as well as to allow people to visit them (Sorsa, 2004). As such, Sorsa (2004) outlined how nature conservation and tourism initially developed hand in hand.

Recovering from World War II, the 1960s and 1970s were a time of "extensive structural change" in Finland as it went through industrialization and urbanization (Sorsa, 2004, p. 39). The effects of industrialization on the landscape were increasingly criticized, and the goals of Finnish conservation were redefined from preserving only a few places of particular scenic beauty and cultural importance to protecting "all aspects of human life" in the form of "more holistic environmental protection" (Järvikoski, 1993, Leino-Kaukiainen, 1994, and Leino-Kaukiainen, 1997 as cited in Sorsa, 2004, p. 39). The concept of multiple-use was introduced in forestry, and, as conservationists urged for recreational demands to be incorporated into the management plans for commercial forests, the increase in the Finnish standard of living and their amount of leisure time as a result of industrialization and urbanization led to the "fast growth in outdoor recreation and tourism" (Sorsa, 2004).

Based on the long history of close interaction with the natural environment, it has been a common perception within Finland that Finns as a people have maintained a close relationship with nature. Recent research on trends in outdoor recreation and tourism in Finland has purported that "Finns seem to retain a relatively close association with nature and to retain the skills needed to manage independently in natural places" (Tyrväinen, Silvennoinen, & Kolehmainen, 2003). The researchers qualified this

statement: “however, the urbanization process also taking place in Finland may increase the demand of guided activities in the future” (Tyrväinen et al., 2003). Thus, although Finns culturally have had a close association with nature, this association has appeared to be slowly weakening as a consequence of urbanization and its associated sedentary lifestyle and disconnection from nature.

Evidence outside of academic research has also seemed to indicate the need to re-educate Finns about the culturally assumed physical skills and environmental knowledge that are encompassed in the concept of *Erä*. The existence of the book such as *Villiä Elämää* (2001) provided insight into this process. The book, literally “Wild Life” in English, used a combination of text and comic pictures and characters to teach Finns the skills and knowledge necessary to be an *eräkävijä*, or “one who goes into nature.” It used a fun and accessible style to identify culturally Finnish wilderness practices—what to wear, how to use a map and a compass, how to identify animal tracks in the snow, and which types of mushrooms to pick, among others. *Villiä Elämää* has intended, it seems, to help Finns gain back their cultural relationship with nature by providing skills, knowledge, and the desire to explore their abundant forests, which are accessible to all because of *jokamiehenoikeus*. *Jokamiehenoikeus*, literally “every man’s right,” but also referred to as universal access laws (Beery, 2011) provides every person in Finland (citizen or not) the right to travel by foot (or ski) on any land—public or private—that is not specially protected as a nature preserve. Thus, it is more understandable why even though 80% of the population live in urban areas, 40% of the adult population in Finland has taken an average of nine nature trips per year per person

(Silvennoinen & Tyrväinen, 2001). *Jokamiehenoikeus* provides Finns (and those residing in Finland) with the legally protected possibilities to spend time in nature, which, by definition guarantees access to outdoor recreation. As explained above, the increase in leisure time in Finland due to industrialization and urbanization also saw the growth of outdoor recreation and tourism at the same time (Sorsa, 2004).

The fastest growing sector of tourism worldwide has continued to be tourism associated with natural settings (Blangy & Mehta, 2006; Cater, 1993). Blangy & Mehta (2006) pointed out that in the past 15 years the ecotourism sector worldwide has been growing "three times faster than the industry as a whole" (p. 233). In Finland, this has been generally referred to as nature tourism, which is "tourism based on the attractiveness of the natural environment and on activities, such as hiking, skiing and biking conducted there" (Saarinen & Hall, 2004, p.5). Nature tourism in Finland has been growing twice as fast as conventional tourism, and this "booming" growth potential has contributed to "both real and over-optimistic hopes in peripheral and rural areas of Finland for regional development" (Saarinen & Hall, 2004, p. 5). In Lapland (northern Finland), nature tourism has been the most important industry for the regional economy (Tyrväinen, 2006). Indeed, nature tourism has been replacing farming, forestry, and fisheries, and often forests are used for nature tourism instead of wood production (Bell et al., 2007).

Because of the potential of nature tourism as a means of rural development and the consequent interest of the European Union in funding such rural development projects, "the range of educational programmes related to nature-based tourism and

tourism in rural or natural settings in general has also evolved tremendously" (Saarinen & Hall, 2004, p. 5). Saarinen and Hall (2004) emphasized, "The development of nature-based tourism or other forms of the so-called 'new tourism', such as eco-tourism and adventure tourism, has perhaps been a more knowledge-based activity than the development of the industry in general" (p. 5). Due to the "knowledge-based" characteristic of nature-based tourism, there has been a need to train professionals with the skills to provide and lead these services. In Finland "the production and appropriate and relevant knowledge has not developed as rapidly as the nature-based tourism and related touristic activities…especially [in] the case with academic research" (Saarinen & Hall, 2004, p.5). In other words, tourism and touristic activities have been increasing in practice at a much faster pace than research about them. Research on tourism and recreation in natural settings in Finland has focused on the highly pragmatic fields such as nature sciences as tourism management (Saarinen & Hall, 2004). There has been a larger body of knowledge about nature tourism research outside of Finland, which Saarinen and Hall pointed out by explaining that the book they edited, *Nature-based tourism research in Finland: local contexts, global issues* was written in English (Saarinen & Hall, 2004). As such, there is a gap in academic literature pertaining to the relationship between nature tourism and outdoor education. Actually, "until in the late 1990's and the beginning of the year 2000, the ideas of modern outdoor adventure education were remarkably unknown in Finnish culture" (Karppinen, 2012a). It seems, however, that training in outdoor education has been now occurring in Finland—as a response to

the need for qualified professionals created from the development of the nature tourism industry (Opetushallitus, 2012).

The Finnish Ministry of Education (*Opetushallitus*) clarified the needs for vocational training in the "nature and environment field" due to the rapid growth of nature-based tourism, which now has constituted one fourth of all tourism in Finland (Opetushallitus, 2012). Nature-based tourism has been a major force of economic growth and the creation of jobs, particularly in northern and eastern Finland (Opetushallitus, 2012). The development of vocational training in this field began in 1998 (Opetushallitus, 2012), which might have partially explained Karppinen's (2012a) comment above. Karppinen (2012a) qualified his above statement by emphasizing that outdoor physical education activities, "which include adventures and experiential learning" have always been part of school life in Finland, and the non-formal nature trip and outdoor camping culture (that is, *Erä*) "have a long tradition, with a close and deep relationship to nature" (p. 2). Thus, outdoor education in Finland has arisen in the context of outdoor recreation and camping culture associated with *Erä* and the need for outdoor education professionals in the nature tourism industry. Due to a lack of academic research on outdoor education in Finland, there have been no investigations into the reasons why students pursue outdoor education. This study aims to respond to this gap in the academic literature.

Chapter 3

Methodology

Overview

The purpose of this mixed methods study was to explore pre-service and alumni outdoor education students' motivations to study outdoor education and their values of the field of outdoor education. The perspectives of outdoor education majors and alumni at one institution of higher education in Minnesota and at one institution of higher education in North Karelia (Finland) were investigated to address this purpose.

This chapter presents a rationale for why mixed methods was an appropriate research design for this study, a brief summary of characteristics of mixed methods, an explanation of common research designs in mixed methods, and the strengths and weaknesses of the specific research design selected for this study. The chapter continues with a description of the data collection procedures—including a description of the two study sites, how study subjects were selected, and a description of instruments that were used. The chapter concludes with a discussion of how the results were analyzed.

Suitability of Mixed Methods

Creswell and Plano Clark (2011) advocated that mixed methods should only be chosen for a research design if the research problems are suited for mixed methods, which was also emphasized in the characteristics of MMR provided by Teddlie and Tashakkori (2010) presented below. In order to justify why this study merited a mixed

methods design, it is useful to once again present the research questions that were pursued. This questions this study addressed are:

1. What are the motivations of outdoor education majors and alumni at North Karelia College and at the University of Minnesota Duluth to study outdoor education?

2. How do outdoor education majors and alumni at North Karelia College and at the University of Minnesota Duluth value the field of outdoor education?

Creswell and Plano Clark (2011) provided the following justifications for the need for mixed methods: "a need exists because one data source may be insufficient" (p. 8), "a need exists to explain initial results" (p. 9), "a need exists to generalize exploratory findings" (p. 9), "a need exists to enhance a study with a second method" (p. 10), "a need exists to best employ a theoretical stance" (p. 10), and "a need exists to understand a research objective through multiple research phases" (p. 11). For this study, in order to account for the cultural and historical variations between the two study sites and the way in which outdoor education was understood and practiced at each institution, there was a need for mixed methods because one data source might have been insufficient to allow the researcher to understand the situation under study. Employing mixed methods therefore enhanced the study through triangulation of the findings, which will be explained further in the "strengths and weaknesses of concurrent triangulation" section below.

Characteristics of mixed methods

Because mixed methods is a relatively new approach to research in the social and human sciences (Creswell, 2009), it is useful to provide a definition and description of this approach. Mixed methods, as the name implies, can be understood generally as a blending or combination of both quantitative and qualitative research and methods with the intent to broaden understanding of the research topic by using this combination of research types or to use "one approach to better understand, explain, or build on the results from the other approach" (Creswell, 2009, p. 205). Teddlie and Tashakkori (2010) identified nine general characteristics of mixed methods research (MMR): methodological eclecticism, paradigm pluralism, an "emphasis on diversity at all levels of the research enterprise" (p. 9), "an emphasis on continua rather than sets of dichotomies" (p. 10), a cyclical, iterative approach, a focus on the research question(s) to determine the methods used in a study, a set of "signature" common research designs and analytical processes (p. 10), a tendency towards balance and compromise in the "third methodological community" (p. 11), and a reliance on visual representations and a common system of notations.

To understand methodological eclecticism it is useful to point out the difference between methods and methodology. Methods are focused on the procedures used in data collection, data analysis, and possibly interpretation (depending on the specific research design), whereas methodology involves the range of aspects from the worldview at the beginning of the research process to the final procedures of inquiry (Guba & Lincoln, 1989). Thus, methodological eclecticism refers to the freedom for

the researcher to choose methods that they believe are the best to answer the research question at hand (Teddlie & Tashakkori, 2010). Teddlie and Tashakkori (2010) also recognized that a mixed methods approach is not appropriate for all studies, that seemingly "pure" qualitative or quantitative approaches may include "shades of the other approach" and that qualitative and quantitative as terms might mean different things in different studies (p.9).

The second characteristic of MMR, paradigm pluralism, has referred to the belief that multiple paradigms might "serve as the underlying philosophy for the use of mixed methods" (Teddlie & Tashakkori, 2010, p.9). Creswell (2009) pointed out that whether researchers have admitted it or not, their worldviews have shaped the questions they are apt to ask, and as such quantitative researchers often have operated under a postpositivist paradigm, whereas qualitative researchers often have operated under a constructivist paradigm.

The third characteristic of MMR, emphasizing diversity at all levels of the research process, has included narrower, more empirical levels as well as broader, more conceptual dimensions (Teddlie & Tashakkori, 2010). Teddlie & Tashakkori (2010) provided the example that "MMR can simultaneously address a diverse range of confirmatory and exploratory questions, while single-approach studies often address one or the other" (p.9).

The remaining characteristics elaborated by Teddlie & Tashakkori (2010) are more self-explanatory; they are also emphasized in another definition of core

characteristics of MMR developed by Creswell and Plano Clark (2011), which highlighted not only methods, but philosophy and research design orientation as well. Creswell and Plano Clark (2011) stated that in mixed methods, the researcher:

- collects and analyzes persuasively and rigorously both qualitative and quantitative data (based on research questions);
- mixes (or integrates or links) the two forms of data concurrently by combining them (or merging them), sequentially by having one build on the other, or embedding one within the other;
- gives priority to one or both forms of data (in terms of what the research emphasizes);
- uses the procedures in a single study or in multiple phases of a program of study;
- frames these procedures within philosophical worldviews and theoretical lenses; and
- combines the procedures into specific research designs that direct the plan for conducting the study. (p. 5)

Common Research Designs in Mixed Methods

Before explaining the type of research design employed in this study, it is useful to briefly overview common types of designs employed in mixed methods research. Creswell (2009) presented four aspects that affect the designs of procedures in a mixed method study, which were: timing, weighting, mixing, and theorizing or transforming perspectives as presented in table 1 below.

Table 1

Aspects to Consider in Planning a Mixed Methods Design

Timing	Weighting	Mixing	Theorizing
No sequence Concurrent	Equal	Integrating	Explicit
Sequential-- Qualitative first	Qualitative	Connecting	
Sequential-- Quantitative first	Quantitative	Embedding	Implicit

Creswell, 2009, p. 207 as adapted from Creswell et al. (2003)

Timing referred to whether the qualitative and quantitative data will be collected during the same period—that is, concurrent—or in phases—that is, sequential. Weighting referred to whether priority is given to the quantitative or qualitative aspects of a study, or whether both are equally emphasized. Mixing the data could occur during data collection, data analysis, interpretation of findings, or in all three phases. One form of mixing was *connecting*, which would occur between the data analysis of a first phase of research and the analysis of a second phase. *Integrating* the data meant that the two databases were merged into one "by transforming the qualitative themes into counts and comparing these counts with descriptive quantitative data" (Creswell, 2009, p, 208). The final form of mixing data was *embedding*, which referred to using the non-emphasized form of research to provide supportive information for the emphasized form. For example, embedding qualitative information to support quantitative findings (or vice versa). The last factor to consider was whether there was a larger, theoretical perspective guiding the design (Creswell, 2009). As referred to above in the concept

paradigm pluralism from Teddlie and Tashakkori (2010), all researchers have tended to bring a way of looking at the world in the research, but the key point here is whether this theory is made explicit or whether it stays implicit (Creswell, 2009).

Research Design

This study used the concurrent triangulation strategy combining survey research and semi-structured interviews. The concurrent triangulation strategy has been cited as "probably the most familiar of the six major mixed methods models" (Creswell, 2009, p. 213). Following this strategy the researcher collected quantitative and qualitative data at the same time and then compared the data looking for convergence, divergence or some combination. This comparison of data has also been referred to as confirmation, disconfirmation, cross-validation, or corrobation (Greene, Caracelli, & Graham, 1989; Morgan, 1998; Steckler, McLeroy, Goodman, Bird, & McCormick, 1992). A visual representation of the concurrent triangulation design employed in this study using common mixed methods notations—as per the ninth characteristic of MMR according to Teddlie and Tashakkori (2010)—is presented below in Figure 2.

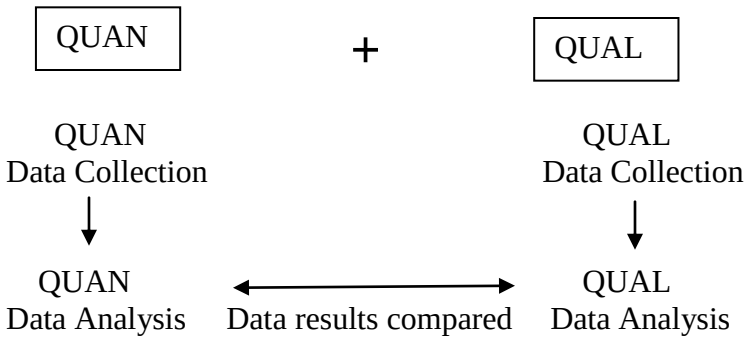

Figure 2. Concurrent triangulation design. Adapted from Creswell, 2009, p. 210 as adapted from Creswell et al. (2003)

At a more specific level, this study used survey research with a quantitative focus as well as semi-structured qualitative interviews in order to measure and richly describe the motivations of students to pursue outdoor education as well as their perceptions of its value. In doing so, data was collected concurrently, equal weight was given to qualitative and quantitative data, the data was integrated during analysis (after separate analyses were conducted of the quantitative and qualitative data), and the overriding paradigm used in this approach was pragmatism. Under a pragmatic worldview, this research used the procedures most suited to understand the research problem (Rossman & Wilson, 1985).

Strengths and Weaknesses of Concurrent Triangulation

To address the strengths and weaknesses of concurrent triangulation, it is first appropriate to briefly describe triangulation and the context of academic literature from which it has been postulated.

In the midst of the academic debate about the philosophical basis of mixed methods in the 1970s and 1980s, other scholars focused their efforts on how to effectively combine more than one type of data (Plano Clark & Creswell, 2008). A frequently cited article used to argue for mixed methods by Jick (1979) has played a central role in the development of mixed methods research since its publication (Plano Clark & Creswell, 2008). Jick recognized that both quantitative and qualitative methods have weaknesses. That is, the understanding of the individual is diminished by focusing on many individuals in the former and the ability to generalize is lost by focusing on the richness of a few individuals in the latter (Creswell & Plano Clark,

2011). Nevertheless, he argued that the strength of one method offsets the weaknesses inherent in the other (Jick, 1979/2011). In his words, "The effectiveness of triangulation rests on the premise that the weaknesses of each single method will be compensated by the counter-balancing strengths of another" (Jick, 1979/2011, p.110).

Creswell (2009) stated that the concurrent triangulation has been advantageous due to both its familiarity to most researchers and that it can result in "well-validated and substantiated findings" (p. 213-4). He continued that most researchers who engage in mixed methods for the first time have employed this model. The limitations, however, have been effort and expertise required to study a phenomenon using two different methods as well as the difficulty in comparing results (Creswell, 2009).

Data Collection Procedures

Setting of the study.

The two sites were chosen because they both were well-established programs within higher education institutions, the researcher was familiar with both sites (as an alumni of the one and a current graduate student at the other), and the researcher had access to students at both sites. Research was undertaken at two separate times at two study sites. Research was conducted at North Karelia College (NKC) in Niittylahti, Finland during January 2013, and research was conducted at University of Minnesota Duluth (UMD) in Duluth, Minnesota in the United States of America during February and early March 2013.

North Karelia College (NKC) is located in eastern Finland on the shore of Finland's largest lake (Saimaa) in the province of North Karelia, which shares a border with Russia. It one of five higher educational schools that provides outdoor education specific to nature tourism. While the school itself began in 1895, the outdoor education program began in 2005. At the time of the study, it had approximately 30 students, and three full-time faculty members in the outdoor education program (Pohjois-Karjalan Koulutus Kuntayhtymä, 2012).

UMD is one of the five branches of the University of Minnesota, and it is located in northeastern Minnesota on the shore of Lake Superior, the largest lake in the world by surface area. The outdoor education program is approximately 25 years old, and it currently has about 70 undergraduate students and four full-time faculty (University of Minnesota Duluth, 2012).

This paragraph notes similarities between the two study sites, but it is important to emphasize that the results are not compared across sites. Both sites are located in similar geographical settings with an abundance of outdoor recreational opportunities. Both sites have structured programs that result in a specific degree related to outdoor education as opposed to only offering elective courses that a provide an inconsistent foundation for outdoor recreation. In general, few students from UMD come directly from high school; many students have more life and work experience or transfer from other majors or institutions (K.L. Gilbertson, personal communication, December 10, 2012).

Subjects of the study.

The subjects of this study were selected from current students in the outdoor education programs as well as alumni of the programs. To gather a broader range of perspectives, one student in his/her first year, two students from their last year, and one alumnus were selected at each site for the qualitative interviews. This approach for each case study site followed the strategy of "maximum variation to represent diverse cases to fully display multiple perspectives about the cases" (Bloomberg & Volpe, 2008, p. 69). The subjects were selected in collaboration with instructors at both institutions. Request to participate in the electronic survey were sent to all current students at each institutions via email, and the emails were sent out by faculty members. The survey link was sent out to all alumni at NKC, as the faculty had a detailed list with current contact information. At UMD, there was not a detailed list of alumni, so alumni were contacted via a faculty member's Facebook page. Interview particpants were selected based on faculty recommendations of individuals that were information-rich sources.

Instrumentation: Surveys and interviews.

A survey was designed for this study following the tailored design method (Dillman, 2000), and it was translated into Finnish by the researcher for use at North Karelia College (See Appendix A and Appendix B). Survey procedures using the tailored design method "create respondent trust and perceptions of increased rewards and reduced costs for being a respondent, which take into account features of the survey situation and have as their goal the overall reduction of survey error" (Dillman, 2000, p.

27). Dillman's approach provided practical advice not only in writing questions and designing the overall survey, but it also led the researcher take into account the details that can affect respondents' attitudes and behavior in relation to a survey (Dillman, 2000). The English language survey was self-administrated electronically, and the choice of an electronic survey was based on practical access to respondents. The electronic surveys were created in the Qualtrics, which was a user-friendy format and which seemed to provide the simplest and most understandable surveys for both English and Finnish, following the principles elaborated by Dillman (2000). The majority of respondents in Finland used the self-administrated electronic survey, but the researcher administered a paper version of the survey to one segment of the study population (8 new students). Face, content, and criteria validity was determined by a panel of experts within the Outdoor Education Department of the University of Minnesota Duluth based on criteria of:

1) Knowledge and experience of survey research
2) Knowledge and experience of outdoor education as a profession
3) Knowledge and experience of research designs
4) Knowledge and experience with college aged students

The Finnish translations of the survey and interview questions were reviewed by a Finnish professor from North Karelia College to ensure that the translation was accurate and used proper vocabulary that was understandable to the students who took the survey. Additional advice was given in Finland by a newspaper reporter, who,

unfamiliar with the questions, was able to provide an unbiased point of view to help aid in clarity of the responses.

Reliability of the survey was determined through triangulation of the results of the data and by pilot testing. An additional reliability measure was taken by calculating a Cronbach's alpha for the Likert type questions relating to motivation and value. The 10 items related to motivation were calculated as having a Cronbach's alpha of .76 for the NKC survey and .67 for the UMD survey. The items related to value were calculated as having a Cronbach's alpha of .69 for the NKC survey and .92 for the UMD survey. Important to note here is that these alpha values range from questionable (.67 and .69) to acceptable (.76) to excellent (.92) (Kline, 1999).

Semi-structured qualitative interviews were the second method of data collection used in this study. Interviews were conducted face-to-face in Lieksa, Finland, Joensuu, Finland, and Duluth, Minnesota. An interview guide was developed with standardized open-ended questions as suggested by Patton (2002) (See Appendix C and Appendix D). Key questions and likely follow-up questions were determined beforehand, and additional follow-up questions were added to pursue confusing and particularly interesting responses. This flexible approach enabled the researcher to focus on the idiosyncrasies of the individual interviewee in comparison to a rigidly structured and standardized approach in which all questions asked were determined beforehand (Patton, 2002). Interview data was audio recorded following an interview protocol that specified standardized and follow-up questions asked, participants answers

to questions, as well as additional information such as date, time, and interviewee's name as recommended by Creswell (2009).

Validity and reliability have different meanings in terms of qualitative aspects of research than quantitative (Creswell, 2009). Qualitative validity refers to accuracy of findings, and it was achieved by triangulating different sources of data information and providing "rich, thick description" to convey the findings (Creswell, 2009, p. 191). Measures to ensure reliability included checking the accuracy of transcribed interviews (and translations from Finnish to English in the case of this study) and making sure that codes derived for analyzing do not drift—that is, the content of the codes remains the same over time (Creswell, 2009).

Data Analysis Procedures

Data analysis procedures were completed following the recommendations for a convergent design approach by Creswell and Plano Clark (2011). The procedures start with independent analysis of the quantitative and qualitative data. Both the analysis of quantitative as well as qualitative followed the more specific steps of preparing the data for analysis, exploring the data, analyzing the data, representing the data analysis, and interpreting the results. These steps will be detailed below, starting with quantitative data analysis, followed by qualitative data analysis. In each step of the process, data from the two study sites was kept separate, since the two sites are used as distinct cases to investigate the research questions.

Quantitative data was generated using the online survey system Qualtrics, which was then exported into Statistical Package for the Social Sciences (SPSS) 19. Data was coded with numeric values, incomplete survey answers were removed, and descriptive analyses were conducted to display frequency of responses. Data from the in-person surveys was manually added to the computer database. Data was analyzed in relation to the research questions, and results were visually represented in figures created in Microsoft Xcel and tables created in Microsoft Word.

Analysis of the qualitative data followed recommendations from Creswell and Plano Clark (2011), Blomberg and Volpe (2008), and Hycner (1985). In-person interviews were audio recorded using a Zoom H1 Handy recorder. Recordings were imported into the computer transcription program Express Scribe. Once transcriptions were checked over multiple times for accuracy, they were imported into the QSR NVivo 10 computer software program. Open-ended responses from the survey were generated automatically by the Qualtrics survey software program, and these reports were imported into NVivo. The interview transcriptions and open-ended responses were coded in units of meaning. The approach of Bloomberg and Volpe (2008) was followed, which specified that units of (relevant) meaning can be "single words, phrases, sentences, or even whole paragraphs" (p. 102). Codes were given a name using respondents' words, and each code was given a descriptive definition. Once all the data the coded, the units of general meaning of each code was checked for congruency with the definition. In this way, the researcher sought to counteract any potential code drift as recommended by Creswell (2009). Once codes were checked for

accuracy, the codes were inductively grouped into themes. Themes and subthemes were represented in tables and figures as appropriate.

Once both quantitative and qualitative data was analyzed, the researcher compared these two datasets for congruency and discrepancy. Joint tables to present both quantitative and qualitative data were created as recommened by Creswell and Plano Clark (2011). Prominent findings emerged from the triangulation of the quantitative and qualitative data as well as points of divergence. The findings were compared with the literature, and the researcher reflected on their meaning to show personal meaning (Creswell & Plano Clark, 2011).

Chapter 4

Results

Overview

The purpose of this study was to explore pre-service and alumni outdoor education students' motivations to study outdoor education and their values of the field of outdoor education. The perspectives of outdoor education majors at one institution of higher education in Minnesota and at one institution of higher education in North Karelia (Finland) have served as two cases to address the following research questions:

1. What are the motivations of outdoor education majors and alumni at North Karelia College and at the University of Minnesota Duluth to study outdoor education?

2. How do outdoor education majors and alumni at North Karelia College and at the University of Minnesota Duluth value the field of outdoor education?

In this chapter, the results are displayed by method, by research question, and by site. Following recommendations from Creswell (2009) and Creswell and Plano Clark (2011), this chapter presents quantitative and qualitative results separately at first, and then displays them in joint tables in the triangulated findings. The results from the quantitative parts of the survey are presented first starting with demographic information, followed by results from the two research questions. For conciseness, the survey findings from NKC and UMD are often presented side by side, but when they are presented separately, the NKC results precede the UMD results. The qualitative

results are presented second beginning with a general description of the study participants, followed by the presentation of the major themes and subthemes that emerged from the data analysis from the open-ended survey questions and interviews. Under each research question, NKC results precede UMD results. After the qualitative section, the quantitative and qualitative findings are merged in the triangulated findings, which are presented by research question and by site. The chapter concludes with a summary of the main findings.

Quantitative Results

Demographics.

An electronic survey was sent to a total of 184 North Karelia College outdoor education students. There were 48 respondents who completed the survey for a response rate of 26%. Of the 48 respondents, 10 (21%) were current students and 38 (79%) were alumni. Of the 10 current students, 7 just began the program during the week in which the survey was connected, and 3 were in the second year, about to graduate. Eight of these 10 students were in the Nature Instructor course and 2 were in the Environmental Caretaker program (see Figure 3).

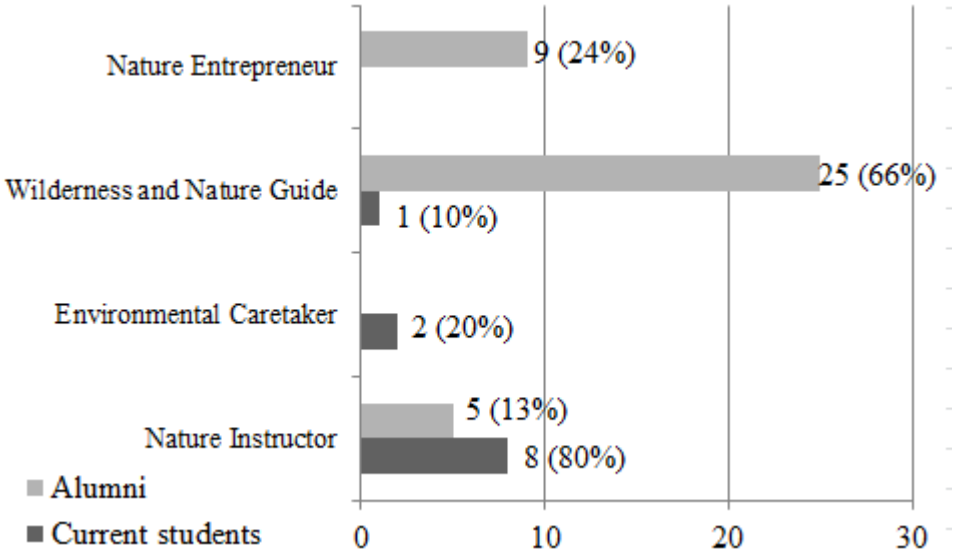

Figure 3. NKC respondents by major. NKC current students and alumni are depicted by their majors. Note that the Nature Entepreneur major replaced by Nature Instructor major; thus, there is some overlap evident in alumni responses.

As shown below in Table 2, there were 20 male and 27 female respondents (one respondent did not answer this question), and the age of the respondents varied from 18 to over 30. For social science research in Finland, asking the question of race or ethnicity is deemed sensitive, so this question was not asked. Of 48 the respondents, 9 grew up in urban areas (19%), 9 grew up in suburbs (19%), 10 grew up in small towns (21%), and 20 grew up in rural areas (42%).

The electronic survey was sent to 57 current University of Minnesota Duluth Outdoor Education majors and 105 alumni. There were 56 respondents who completed the survey, 23 current students and 33 alumni for a response rate of 35%. As shown below in Table 2, there were 39 male and 17 female respondents, and the age of the respondents varied from 18 to over 30. Of the 23 current students, 6 are in the first year

(26%), 5 were in the second year (22%), 7 were in the third year (30%), 2 were in the fourth year (9%) and 3 were in their fifth year (13%).

Table 2

Survey Respondent Demographics

	North Karelia College		University of Minnesota Duluth	
	N	%	N	%
Student Status				
Current students	10	20.83	23	41.07
Alumni	38	79.17	33	58.93
Sex[a]				
Male	20	41.67	39	69.64
Female	27	56.25	17	30.36
Age group				
Ages 18-20	3	6.25	5	8.93
Ages 21 -23	4	8.33	17	30.36
Ages 24-26	5	10.42	8	14.29
Ages 27-29	16	33.33	8	14.29
Ages 30 +	20	41.67	18	32.14
Total respondents	48		56	

[a]One NKC respondent did not answer this question

Of the alumni, 2 were in the program less than a year ago (6%), 5 between 1 and 3 years ago (15%), 11 between 4 and 6 years ago (33%), 9 between 7 and 9 years ago (27%), and 6 respondents were in the program 10 or more years ago (18%). Breakdown of current students and alumni by major is shown below in Figure 4.

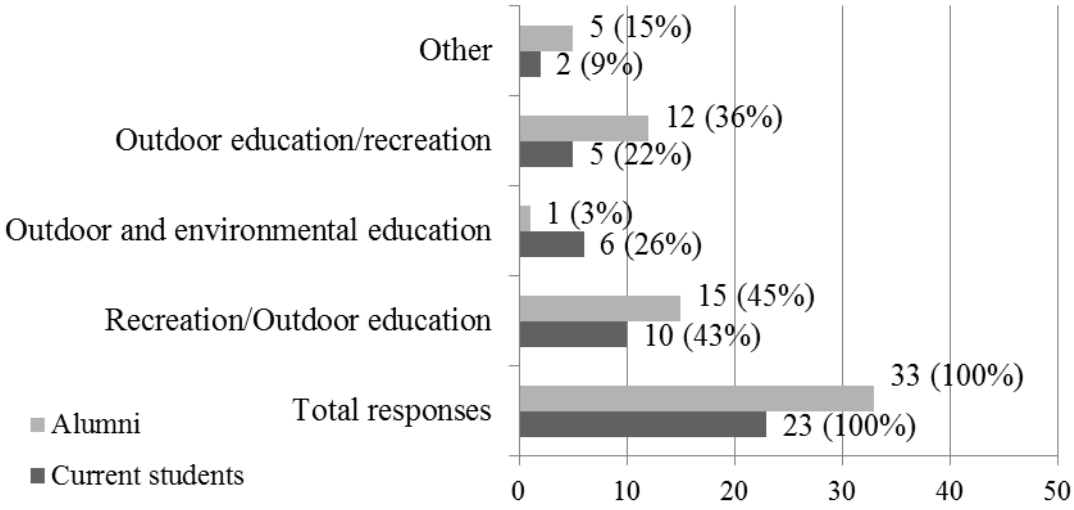

Figure 4. UMD respondents by major. Note: "Other" responses for current students are "Environmental and Outdoor Education." Alumni "other" included various forms of teaching licensure and "not sure."

Fifty-one out of 56 UMD respondents answered the open-ended question "what is your ethnicity." 50 out of 51 provided some variation of "white" or "Caucasian," and one responded "Colombian." Respondents also specified where they grew up. Seven of the 56 who answered the question grew up in an urban area (13%), 25 in a suburban area (45%), 22 in a rural area (39%), and 2 responded "other," which indicated a combination of the presented options.

Students and alumni at both institutions were asked what they intend to do after graduating. Table 3 shows their responses. At both institutions the majority of students intended to seek work in the outdoor education field.

Table 3

Current Students Intentions After Graduation

	NKC		UMD	
	N	%	N	%
Seek work in the outdoor education field	7	70	22	96
Seek an advanced degree in the outdoor education field[a]	4	40	6	26
Seek work in another field[b]	1	10	4	17
Seek an advanced degree in another field[c]	1	10	2	9
Total respondents[d]	10		23	

[a] Other fields for NKC included Wildlife Biology and Wilderness and Nature Guide. UMD responses included Environmental Education and Recreation Management for example.
[b] The NKC response was Social Work. UMD responses included Biology, Ecology and Conservation
[c] Field unspecified for NKC. UMD responses included event planning and fine arts
[d] Respondents were asked to indicate all that applied, thus the total responses are more than total number of respondents.

Similarly, alumni at each institution were asked what they did after graduation, and their responses are shown in Table 4.

Table 4

Alumni Choices After Graduation

	NKC		UMD	
	N	%	N	%
Sought work in the outdoor education field	17	46	24	75
Sought an advanced degree in the outdoor education field[a]	4	11	2	6
Sought work in another field[b]	12	32	9	28
Sought an advanced degree in another field[c]	13	35	5	16
Total respondents[d]	38		33	

[a] Other fields for NKC included Biology, Forestry and Environmental Technology. UMD responses included K-6 teaching license and Environmental Education.
[b] NKC responses included teaching, nursing, and the leisure field. UMD responses include Wildlife Biology/Research, Wildland firefighting, and Graphic Design.
[c] NKC responses included tourism, sociology and cooking. UMD responses included Biology, Counseling Psychology, and College Student Affairs Administration.
[d] Respondents were asked to indicate all that applied, thus the total responses are more than total number of respondents.

Respondents from NKC and UMD were asked to rank their top three job choices if they were to pursue work in the field. Table 5 shows these results. At NKC the three top choices for jobs were at a national park, at a nature center, and as a wilderness guide. The three top choices at UMD for jobs were to manage an outdoor education program, to work at a state or national park, and to work as a wilderness guide.

Table 5

Ranking of Outdoor Education Jobs Potentially Sought

Area of work/job	North Karelia College		University of Minnesota Duluth	
	N	%	N	%
Wilderness guide	29	23.2	29	17.16
National or state park	32	25.6	33	19.53
Manage a camp school[a]	7	5.6	N/A	N/A
Manager of outdoor education program[b]	N/A	N/A	35	20.71
Manager of environmental education center[c]	N/A	N/A	26	15.38
Nature center	30	24	21	12.43
In conjunction with formal setting	19	15.2	18	10.65
Other	8	6.4	7	4.14
Total responses	125	100	169	100

[a] This question was only asked of NKC students.
[b] This question was only asked of UMD students.
[c] This question was only asked of UMD students.
Note: Other responses for NKC included teaching outdoor education, as an entrepreneur in a center for kids with developmental disabilities, among others. Other responses for UMD included to work in a youth camp setting, to manage a college outdoor recreation program, and to manage a Parks and Rec program, among others.

Respondents were asked to characterize their background before coming to study outdoor education by checking all fields that apply. Results from this question are shown below in Table 6. The response "I sought outdoor education" was supposed

to say "I sought outdoor education as a career change," and thus respondents answers to this question were potentially misleading.

Table 6

Background Before Studying Outdoor Education

	NKC		UMD	
	N	%	N	%
I started this program straight from high school	8	17	13	23
I am a transfer student	8	17	19	34
I changed major within the same school[a]	N/A	N/A	24	43
I sought outdoor education as a job change[b]	22	46	4	7
I came from military or civil service[c]	4	8	N/A	N/A
I have work experience in the outdoor education field	4	8	18	32
I have work experience in another field.[d]	22	46	7	13
Other[e]	5	10	6	11
Total respondents[f]	48		56	

[a] This item was only on the UMD survey.
[b] On the NKC survey, this item was missing the ending "as a career change" and thus the NKC responses have validity issues.
[c] This item was only on the NKC survey.
[d] NKC respondents had work experience including teaching, trucking, sales, and carpentry. UMD responses included child care, EMS, and web development.
[e] Other responses for NKC included on sabbatical and retired, among others. Other responses for UMD included OE as a second major and Boys Scouts, among others.
[f] Respondents were asked to indicate all that applied, thus the total responses are more than total number of respondents.

Figure 5 shows what outdoor recreational pursuits NKC respondents were engaged in. The activities that respondents were most commonly engaged in included hiking (85%), berry picking (67%), and paddling (56%). Of the hobbies listed, the least number of respondents were engaged in bird watching (5 respondents, 10%). The "other" category included scouts, orienteering, trekking, snowshoeing, telemark skiing, downhill skiing, snowboarding, dogs and horses, training hunting dogs, and butterflies.

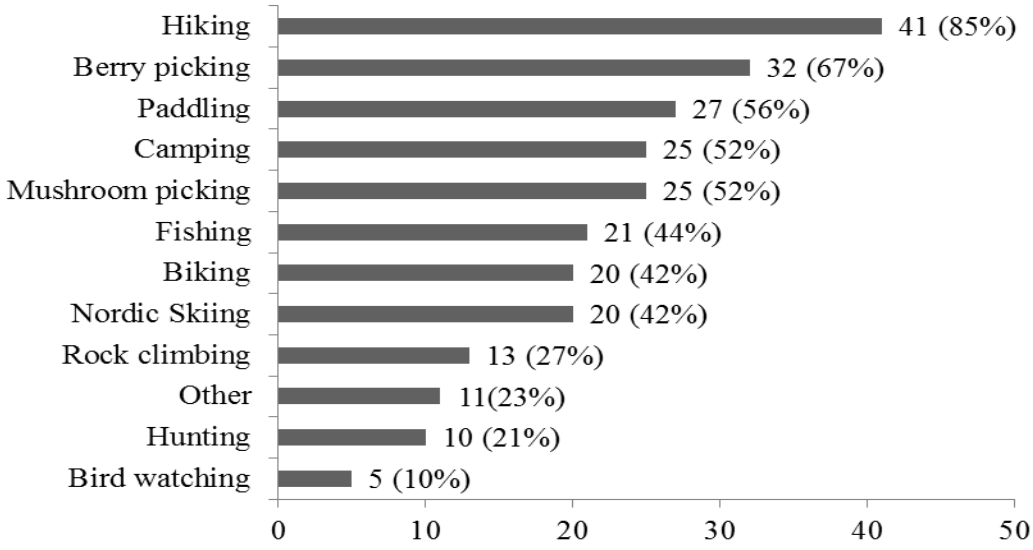

Figure 5. Outdoor recreational pursuits of NKC survey respondents.

Figure 6 displays what outdoor recreational pursuits UMD respondents are engaged in. The "other" category included trapping, ice climbing, SCUBA diving, sailing, snowboarding, swimming, watersports, tracking, photography, primitive skills, and stargazing, among others.

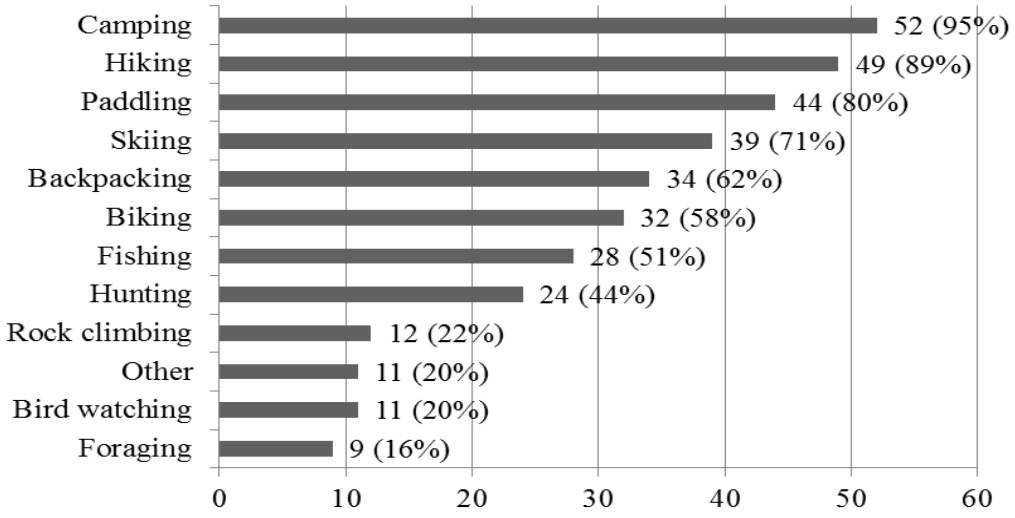

Figure 6. Outdoor recreational pursuits of UMD survey respondents.

Respondents from both institutions were asked how much money they expected to make working in outdoor education. At NKC 56% believed they would receive less than 20,000 euros/year, and 44% responded between 20,001 and 30,000 euros/year. At UMD, there was a range of responses, but with nearly half (48%) estimating to make between $20,001 and $30,000 a year. These responses are shown in Figure 7 below.

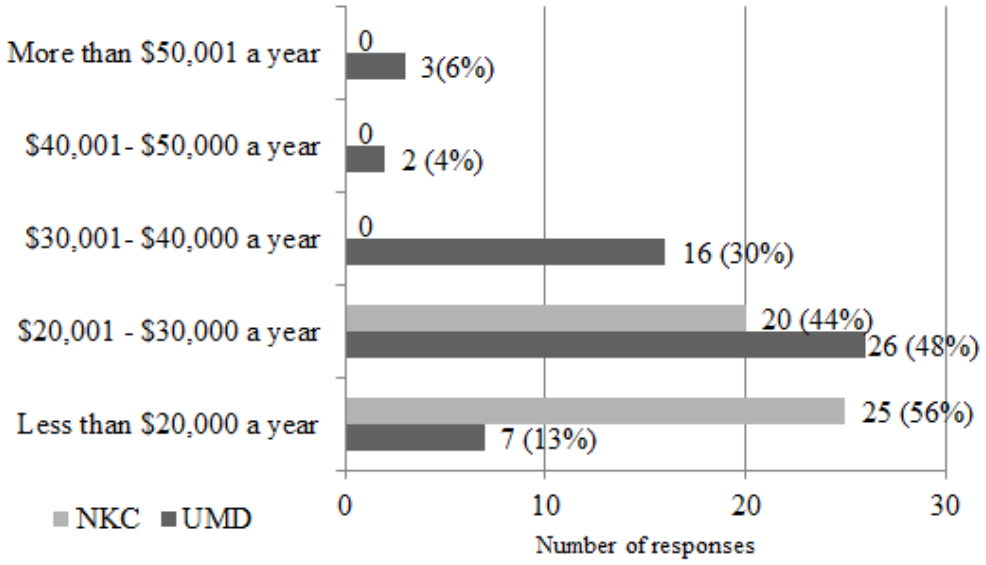

Figure 7. Perceived annual salaries working in outdoor education. Note: Dollar amounts were asked in Euros at NKC.

Research question 1: Motivations to study outdoor education from students' and alumni perspectives.

Table 7 shows both North Karelia College students' responses and University of Minnesota Duluth students' responses to ten questions that addressed their motivations to study outdoor education in a five point Likert-type format. Respondents were asked to indicate how important each statement was in their motivation for studying outdoor

education on a scale from “not important at all” to “very important.” The mean score (out of 5) is shown at the right. The top notable motivations by mean score that came from NKC were a desire to learn about the environment (4.67), the desire to spend a lot of time outdoors (4.63), the desire to develop wilderness skills (4.60), and the desire to work outdoors (4.10). NKC statements with the lowest mean scores were “I want a job that will help me keep active” (3.63), “I want to teach outdoor adventure activities” (3.69), and “I want qualifications to help me get a job” (3.73). At UMD, the statements that received the highest mean scores were “I want to spend a lot of time in the outdoors” (4.77), “I want to work in the outdoors” (4.73), and “I want to teach people about the outdoors” (4.63). UMD statements that yielded the lowest mean scores were “I want to participate on the trips that the major offers” (3.54), “I want to teach outdoor adventure activities” (4.23), and “I want to develop my outdoor skills” (4.34).

Table 7

Motivation to Study Outdoor Education—Survey Responses

Motivation Question	NKC Responses			UMD Responses		
	Mean[a]	N	%	Mean[a]	N	%
I want to spend a lot of time in the outdoors.	4.63	48	100	4.77	56	100
I want to learn about the environment.	4.67	48	100	4.57	56	100
I want a job that will help me keep active.	3.63	48	100	4.57	56	100
I want to teach people about the outdoors.	3.79	48	100	4.63	56	100
I want to work in the outdoors.	4.10	48	100	4.73	56	100
I want to help protect the environment.	3.75	48	100	4.55	56	100
I want to participate on the trips that the major offers.	3.98	47	97.92	3.54	56	100
I want to teach outdoor adventure activities.	3.69	48	100	4.23	56	100
I want qualifications to help me get a job.	3.73	48	100	4.50	56	100
I want to develop my outdoor skills.	4.60	47	97.92	4.34	56	100
[a] Scored on a 5 point Likert type scale (5 is the highest score).						

Research question 2: Values of outdoor education from students' and alumni perspectives.

Table 8 shows NKC and UMD students' responses to nine questions that addressed their perception of the values of outdoor education in a six point Likert-type format. Respondents were asked to indicate the degree to which their opinion corresponded with each statement regarding the importance of outdoor education on a scale from "strongly disagree" to "strongly agree." The mean score (out of 5, since I don't know was given a "0" value) is shown at the right. The top mean scores at NKC

were “outdoor education provides people with meaningful experiences in the outdoors” (4.88), “outdoor education helps me improve my outdoor skills” (4.68), and “outdoor education helps promote a healthy lifestyle” (4.58). At UMD, the statements that yielded the highest means were “Outdoor education helps people form connections with nature” (4.71), “Outdoor education provides people with meaningful experiences in the outdoors” (4.71), and “Outdoor education is important to protect nature” (4.64). The statements that yielded the lowerst means (though still in the range between “agree” and “strongly agree” were “Involvement in outdoor education helps promote a sustainable way of life” (4.20), “Outdoor education helps people improve physical fitness” (4.30), and “Outdoor education is important for the wellbeing of my clientele” (4.30).

Table 8

Perceived Value of Outdoor Education—Survey Responses

Value Question	North Karelia College Responses			University of Minnesota Duluth Responses		
	Mean[a]	N	%	Mean[a]	N	%
Outdoor education is important to protect nature.	4.38	48	100	4.64	56	100
Outdoor education helps people form connections with nature.	4.52	48	100	4.71	56	100
Outdoor education is important for the wellbeing of my clientele.	4.50	48	100	4.30	56	100
Outdoor education helps me improve my outdoor skills.	4.68	47	97.92	4.51	56	100
Outdoor education helps develop relationships between people.	4.33	48	100	4.55	56	100
Outdoor education provides people with meaningful experiences in the outdoors.	4.88	48	100	4.71	56	100

Outdoor education helps people improve physical fitness.	4.45	47	97.92	4.30	56	100
Outdoor education helps promote a healthy lifestyle.	4.58	48	100	4.52	56	100
Involvement in outdoor education helps promote a sustainable way of life.	4.56	48	100	4.20	55	98.21
[a] Scored on a 5 point Likert type scale (5 is the highest score).						

Qualitative Results

The first source of qualitative results came from open-ended responses to two survey questions regarding motivation to study outdoor education and two survey questions regarding the value of outdoor education. All quotes from survey respondents are indicated by the label "survey respondent." The second source was from four semi-structured qualitative interviews at each site (thus 8 interviews total). Results are presented here by research question and by site. Thus, themes and subthemes from motivation at NKC are presented first followed by UMD themes and subthemes. Themes and subthemes from the value question are presented afterwards, with NKC first and UMD second.

At NKC All four interviewees were Finnish. Two respondents were female, and two were male. Since their identities are kept confidential, they are referred to by F1, F2, F3, and F4, and their quotes are labeled as such. Both the pronouns "he" and "she" are used. One interviewee just began her studies when she participated in the interview, two were in their second year (to graduate a month after the interview), and one was an alumnus of the program, having graduated four years before. All quotes from NKC

respondents were translated from Finnish to English by the researcher. The four UMD interviewees are referred to as R1, R2, R3, and R4, and their quotes are labeled as such. R1 is an alumnus of the program who graduated over 20 years ago, R2 is a student in his first year of the program, and R3 and R4 are students in their last year of the program. Both the pronouns "he" and "she" are used.

Research question 1: Motivations to study outdoor education from students' and alumni perspectives.

North Karelia College.

There are four findings regarding the motivations that North Karelia College outdoor education respondents attributed to their decision to study outdoor education. Each finding is a theme that is broken down into various subthemes presented in Table 9 below.

Table 9

North Karelia College Motivation Themes and Subthemes

Motivation Theme	Subthemes
1) Values toward nature	1) Closeness to nature as a result of past experiences 2) Desire to *just be outside*
2) Personal circumstances	1) By chance 2) New experiences
3) Personal benefits	1) Skills development 2) Active lifestyle
4) Job-related motivations	1) Combining a personal hobby with a job 2) Career change

Finding 1: Values toward nature.

Values toward nature was one of two very strong themes that emerged in repeated mention in all four of the interviews and the high frequency of references from

the open-ended survey responses. The two key subthemes included: 1) closeness to nature as a result of past experiences, 2) the desire to *just be outside.* F2 explained her closeness to nature as a combination of past experiences in nature and growing up in the country. She said, "Then I have *always* gone fishing and surely, like, through that I've come here and then I'm from the country, and certainly the fact that I am *really* close to nature" (F2). F1 explained his desire to be outside by voicing his frustration towards a previous job. He said, "I have, like, hated it for so many years that (pause) I haven't have time to be enough (pause) like (pause) in nature" (F1).

Finding 2: Personal circumstances.

Personal circumstances was the second very strong theme, under which two subthemes emerged: *by chance* and new experiences. The first subtheme by chance was mentioned by all four interviewees and two survey respondents. F3's quote illustrated that by chance was in conjunction with the desire to be outside: "I happened to be surfing on the internet totally by accident and then there was this [ad] and I read it a bit and then I began to think 'yeah, nature is surely where I want to be.'" The subtheme new experiences was mentioned by three of the four interviewees as well as a few times in the open-ended survey responses. One survey respondent attributed his/her motivation as "In order to get life experience, new hobbies and people into my life."

Finding 3: Personal benefits.

Personal benefits were described as a motivation to study outdoor education by numerous survey respondents and by three of the fourth interviewees. The two subthemes that emerged were skills development and the desire to pursue an active

lifestyle. Six survey respondents attributed their motivation to study as based in their desire to develop better wilderness skills. One said, "I want to develop my wilderness skills even better still since my time in the scouts" (Survey respondent). For F3, the desire for an active lifestyle seemed to be a primary motivation. When she found out about the program her reaction was "'Yeah, nature is where I want to be!' and then I like exercise and that nature and exercise (pause) this could be something really good."

Finding 4: Job-related motivations.

In the theme job-related motivations there were two subthemes: combining a personal hobby with a job (mentioned five times by survey respondents) and career change (mentioned by two of the four interviewees and six times by survey respondents). Under the first subtheme, F1 commented that, "I thought that I would do such a feat and study for a profession in which one wants to be in nature all of the time…I discovered that this is my thing." Respondents also commented on the motivation to change careers. F4 claimed "so it was a little bit of a career change there… at the time I was an unemployed carpenter."

University of Minnesota Duluth.

Five motivation themes emerged in UMD respondents' answers regarding their motivation to study outdoor education. These themes and corresponding subthemes are presented in Table 10.

Table 10

University of Minnesota Duluth Motivation Themes and Subthemes

Motivation Theme	Subthemes
1) Past experiences	1) Experiences as a youth 2) Role models 3) Significant experiences
2) Outdoors as a lifestyle	1) Active, outdoor job 2) Passion for the outdoors 3) Enjoyment
3) Nature-related motivations	1) Learning about the natural world 2) Being outside 3) Conservation
4) Positively influencing others	1) Personal growth 2) Connecting to nature
5) Major program related motivations	1) Experiential learning 2) Social aspects

Finding 1: Past experiences.

Within the theme past experiences, there were three strong subthemes: experiences as a youth, role models, and significant experiences. All three subthemes were mentioned by all four interviewees, both experiences as a youth and role models were mentioned 15 times in the open-ended survey responses and significant experiences was mentioned 10 times. Besides frequencies of responses, the richness of detail that respondents gave these motivations added strength as a theme.

A response to an open-ended survey question related how the respondent spent a lot of time outdoors as a child, but the real direct motivation came later in life:

> Growing up every weekend and vacation involved a '85 Ford van, tents and canoes. We were always camping. That background landed me a job as a trip leader for a summer camp for 5 years. Then Dr. Fun and Bates grabbed me by

> the ears and I was hooked forever in working in outdoor education. (Survey respondent)

In contrast to these experiences, R4 did not have experiences with her family in the outdoors. She said, "most people it was from family background, but my family doesn't really come from an outdoor background" (R4). Instead, her experiences as a youth involve getting out in a different way—through travel. She related:

> Um, I guess the whole I really like to travel and taking trips, I took a bunch of church trips and mission trips when I was in high school and junior high and I think that's where I got my adventure travel side because like I said my family's just, they don't even like to travel, so (ha). But I think those really helped me figure out what I wanted to do without realizing it. (R4)

A survey respondent shared how a leader of an outdoor experience served as a role model that inspired him/her to want to become a leader.

> I had a wonderful outdoor experience with a very experienced guide (Uncle's friend) that was a deep wilderness canoe trip. In the span of those few weeks, my eyes had been opened to the beauty of the wilderness and I wanted to be skilled enough to be a similar mentor and wilderness guide to other people and my future children. (Survey respondent)

The subtheme called significant experiences refers to specific experiences that a respondent attributed to leading them to study outdoor education. All of the responses except for one (9 out of 10) refer to the impact of outdoor experiences. R2 related:

> Uh, well, I guess I had a class in high school called Outdoor Adventures and that definitely just sparked my interest in outdoor recreation in general, I mean I wanted to just pursue my own interest and camping trips and that stuff and I just decided that what I wanted to do and I did some looking around at different majors and stuff, found the outdoor education one here and decided that was definitely what I wanted to do. (R2)

The one divergent response (that is, not related to an outdoor experience) highlights the importance of friendship and social elements in motivating this student after a personal crisis.

> I had a mental breakdown at the end of my sophomore year when I looked around at the classmates I had in my Communications Major. The realization that I didn't hang out with any of them outside of class--that this was a snapshot of who my colleagues would be when I graduated--didn't sit well. Then I looked at who I was hanging out with and what majors they were. It literally was a choice to 'work to live or live to work'. (Survey respondent)

Finding 2: Outdoors as a lifestyle.

All four interviewees as well as responses in the open-ended survey referred to the outdoors as lifestyle, which, in turn, motivated them to study outdoor education. The first subtheme in this finding was not wanting a desk job, but rather a job that is active and outside. Both R1 and R3 spoke powerfully about experiences in which they

made this realization. R1 spoke out the experience of returning to a classroom after being outside all summer, and how this led him to major in outdoor education.

> I spent the summer working on the edge of the Boundary Waters and the second day of school of fall semester after that, I was sitting in a class, a statistics class, and I thought "do I want to be spending the rest of my life at a desk with stuff..." like the guy could've been speaking Chinese, and I just walked outta the room and changed my major to this. (R1)

R3 spoke passionately about an experience he had in which he was shocked at how different his motivation to be outdoors and active was very different from another student he observed. This quote linked not wanting a desk job to the next subtheme, passion for the outdoors.

> I guess tying in to the love of the outdoors is a love of being active. Part of the problem with the course I was in, was that I was always, I mean, if you've been in a lecture hall, you're just kinda stuck in a seat. And I would sit there and was like, like you know I might have walked to school, but "it's gorgeous out, why am I sitting inside here?" Uh, even as a freshmen, even though I lived in the dorms and the dorms are physically connected to the rest of school so you never have to go outside, *I would actually go outside,* even when it was cold and windy, because I wanted to be outside, even for the 3 minutes that it took to walk to my lecture hall outdoors…so you have being there, it was definitely part of it, feeling like I was trapped indoors, I actually remember some freshmen

> who were walking down a hallway that happened to have some windows near the dorms and there was some sunlight coming through. One of them said something to the effect of, well he covered up his eyes and went "Uhhh! I haven't seen the light in like three days!" And that just shocked me. You've been in the dorm with your blinds closed for three days!? That was just incomprehensible to me. (R3)

The emotion and passion behind this quote reflected others' sentiments about the intensity of emotion tied in with outdoor education. In R1's words, "I think it's one of the degrees were your avocation and vocation overlap and so you live, eat, and breath the lifestyle." A survey respondent's quote echoed the power of R1's quote and demonstrated their passion for the outdoors. He/she said, "'If you love your job, you'll never have to work a day in your life' I love the outdoors" (Survey respondent).

A third subtheme of outdoors as a lifestyle was enjoyment. Enjoyment was recognized as a motivation to study outdoor education by all four interviewees as well by eight responses (out of 75 total responses about motivation) in the open-ended responses in the survey. Enjoyment was talked about in terms of having fun while studying, fun being involved in outdoor experiences and fun while working. Respondent 1, an alumnus of the program, mentioned the thrill of whitewater experiences in the outdoors:

> I think one motivation that maybe I haven't commented on uh…and it's not so much a motivator now in my career but early on was um (pause) thrill. I had thrill, I enjoyed thrills of whitewater and I wanted to share that thrill…and that

> was early on in my career that uh (pause) so thrill, fun (pause) are strong motivators I think. (R1)

Finding 3: Nature-related motivations.

The third qualitative theme, nature-related motivations, emerged mainly from the open-ended survey responses though each interviewee had at least one response that fits into this category. This theme emerged because of the depth of emotions behind the responses. Subthemes included learning about the natural world, being outside, and conservation. The motivation to learn about the natural world was reflected in this response of a survey participant: "Just an overall desire to gain knowledge about the outdoors. To be able to identify tracks, trees, plant, and animals. Everything fascinates me." Many respondents attributed an element of their motivation to study OE as "being in the outdoors" (Survey respondent). The subtheme conservation (and its extension to the desire to teach) is represented by the following quote:

> My reason for wanted to conserve the environment stemmed from a love of wild places. For myself and many other the loving of the wild comes first and the questioning of preservation comes later down the road. Teaching kids to have fun outdoors can lead them to protect the places we love as the[y] grow into adults. (Survey respondent)

Finding 4: Positively influencing others.

A fourth theme that emerged from the qualitative data is positively influencing others, which was talked about in two of the four interviews, but figured more prominently is open-ended survey responses. The two subthemes that emerged were

personal growth and connection to nature. In terms of influencing others' personal growth, a survey respondent said:

> Throughout my time traveling in the wilderness i (*sic*) have seen many sides of myself and realized many good qualities that I possess. I would like to expose people to the wilderness that may not otherwise have the experience in hope that they to will grow though the experience. (Survey respondent)

A survey respondent spoke of his/her motivation to connect people to nature as a way to influence a positive change.

> I grew up always playing in the woods and developed a love for nature and the environment at a young age and to me it seems as though there is becoming more of a disconnection with nature and I think kids and people in general are missing out on a lot by not having those experiences and connections with nature. I would like to help people make those connections and help them live a happier life with nature. (Survey respondent)

Finding 5: Major program related motivations.

In terms of motivations related to the major program there are two subthemes: experiential learning and social aspects of the program, both of which were mentioned primarily in the open-ended responses but seemed very important to the respondents. Experiential learning was seen as an effective learning method for the students as well as a way to get into teaching outside of the traditional setting. "Experiential education is of method of teaching I learn best with" (Survey respondent). Another survey

respondent commented that using experiential learning to teach was a strong motivation to join the program. "I have always liked sharing experiences with other, and this involved teaching, but never liked the idea of being a full-time classroom teacher. Outdoor Ed provided a way to mix up teaching in a less regimented way" (Survey respondent)

The second subtheme is social aspects of program, which included the influences of peers and the professors. For some, they heard about the program through others: "I had heard very good things regarding the outdoor education/recreation program at UMD" (Survey respondent). One survey respondent mentioned both fellow students as well as professors as being influential. "The quality of the students and professors associated with the Major." Lastly, one response spoke to the influence of the professors of outdoor education: "the four main instructors at the time I started were passionate and encouraging, creating a wonderful learning environment" (Survey respondent).

Research question 2: Value of outdoor education from students' and alumni perspectives.

North Karelia College.

Four themes emerged in North Karelia College students' responses regarding the value of outdoor education, which are shown with their subthemes below in Table 11.

Table 11

North Karelia College Value Themes and Subthemes

Value Theme	Subthemes
1) Value of moving in nature	1) Connection to nature 2) Break from the daily routine 3) Healthy and active lifestyle 4) Group bonding 5) Personal growth 6) New experiences
2) Skills development	1) Wilderness skills 2) Group leadership skills
3) Sustainable development	1) Environmentally friendly behavior 2) Role of the guide in promoting it
4) Counteracting disconnection from nature	1) Growing importance of outdoor education 2) Finns' growing disconnection from nature 3) Role of guide as interpreter and safety manager

Finding 1: Value of moving in nature.

The most powerful theme that emerged was the value of *moving in nature*, which had six subthemes: connection to nature, break from the daily routine, healthy and active lifestyle, group bonding, personal growth, and new experiences. The first subtheme, mentioned by all 4 interviewees and 6 survey respondents with a total of 18 references, was connection to nature, which respondents claimed came as a result of being outside. Connection to nature is valuable because, as one survey respondent, commented, "People nowadays, especially in cities, are completely disconnected from nature" (Survey respondent). F1 commented "if fresh air…[and] hobbies and things like that don't help wellbeing then what will?" The second subtheme, a break from the daily routine, was mentioned by all four interviewees and various survey responses. References about a break from routine mostly speak about a break from city life. A

quote from F3 referred to the value of guided services as providing a break, which can help rejuvenate people.

> Because they have like good experiences and in a way get away from like their normal daily routine, a little bit of release like something different and like it surely then gives them strength back in to their daily routine. (F3)

The third subtheme in the value of moving in nature is being able to work toward a healthy and active lifestyle, which was mentioned by all four interviewees. Part of being in nature, in the words of F3, is "getting exercise (pause) through which your physical fitness improves." Group bonding, the fourth subtheme was stressed as important by two of the four interviewees. F4 explained that "away from the clamor of the city like I think they get a lot closer cooperation and like a closer system and in my opinion it's a really good effect on their wellbeing." Outdoor education experiences were also perceived to foster personal growth in the perspectives of three of the four interviewees and comments from the survey respondents. F2 commented that:

> I have grown personally…like at least in the way that I have *had* to plan more myself and do more myself (pause) early too but certainly more when we leave into the woods (pause) because neither your mom nor anybody else is coming to help you if it's hard to carry your gear and then you *have* to plan yourself. (F2)

Through experiences in the school, then, students grew personally; in the words of a survey respondent, "It teaches us a lot about ourselves." The final subtheme was that outdoor education experiences provide new experiences, which was highlighted by two interviewees and multiple survey respondents. A survey respondent explained this in

relation to the condition of the world today: "People want to move in nature in their free time and get possibly more new nature experiences" (Survey respondent).

Finding 2: Skills development.

All four interviewees claimed that learning wilderness skills and group leadership skills were important parts of their training and that they were important values of outdoor education as demonstrated in their 19 references to the former and 12 references to the latter. A survey respondent commented, "I learned a lot of new skills and I learned how to move safely in nature in demanding conditions." F1 perceived, however, that certain skills are more important than others. He said:

> it's of course nice to know what plants are there or what bird flew over but, well, they are the sorts of things that you can study yourself…but here we learn (pause) what, in my opinion, is more important that what we should pay attention to with customers…more important is how we take care of customers in nature. (F1)

Nevertheless he still maintained that guides should be interpreters, which he regarded as a wilderness skill.

> We could like (pause) if nothing else (pause) teach these basic wilderness skills…a little bit of what one should look at and where one should look from…I could like teach that this is a highly probable place where there's fish, this is highly probable, like teach how to *read* nature. (F1)

The role of the leader and the valuable skills they developed are mentioned further in respondents' words during the theme counteracting disconnection from nature, but the importance and value of these skills appears again in the words of F1commenting (albeit indirectly) on the words of a survey respondent that "Wilderness skills and knowledge of nature are disappearing." F1 explains about fellow students:

> They can't in my opinion do it…I look on shocked…now, like I spoke of it earlier that our new wilderness guides like they can't f***ing start a fire…what an astonishing group! They can't be so disconnected already!? (F1).

Finding 3: Sustainable development.

A third major theme that emerged from analysis of the qualitative portion of North Karelia College students' view on value was what they called sustainable development. Subthemes included environmentally friendly behavior and the role of the guide in promoting it. This theme overall demonstrated a growing appreciation for nature that was or can be turned into action. Environmentally friendly behavior was mentioned by each interviewee multiple times, and it was one of the most noted ideas with 20 references. One term that the interviewees often used to describe this was sustainable development, which in their words meant, for example, "that when we're trekking we don't litter" (F2). As a result of being an outdoor education student, F4 said:

> "I've certainly changed my lifestyle to a certain extent… how to be in nature and what all you can do there and what you can't do, litter, and all that has

> changed completely (pause) and values like well (pause) that you shouldn't spoil nature. (F4)

Beyond a change at the personal level, all four interviewees also spoke about the influence that experiences in nature have had on customers and how important the role of the guide is. Representing the views expressed by of all four interviewees, the words of F1:

> I'm able to influence customers like in that they realize it *themselves* and not that I've brought somebody with a flower hat on yelling "Stop whaling" and tying themselves to a tree but that I take them there and show them that this [nature] is truly that great that one should preserve it. (F1)

Finding 4: Counteracting disconnection from nature.

The final theme that emerged from the qualitative data from North Karelia students' perceptions of the value of outdoor education was that it could counteract the societal disconnection from nature. The subthemes here were the growing importance of outdoor education, the view that Finns' growing disconnection from nature, and the role of guide as an interpreter and a safety manager. The perception that the importance of outdoor education is growing was referenced by two of the four interviewees. F3 commented, "It is then at least a growing field, and if it's growing that tells that people again value it, so it must be important then." In F2's opinion, the importance of outdoor education will grow more as people become more disconnected from nature, which was a trend that she saw.

> I think that it will become even more important in the future because…people still are quite close to nature, but in the future they are really like (pause) Finland's societal development is like that everyone lives in cities…that rural areas are empty and people don't do this as a hobby so much, I believe that like…in this way a growing Finnish trend. (F2)

The societal disconnection from nature was a major subtheme, which was talked about by all 4 interviewees as well as many survey respondents, with a total of 21 references overall. F1 claimed, "People are so citified." Yet at the same time, F2 says, "For Finns, nature is always really close," so they do still have the skills. When asked if people he has come across have wilderness skills, F4 said, "some do and some don't have any at all." F1 spoke very forcefully about the growing disconnection that he has seen in his own experiences. In his words:

> "There *are* Finns too who (pause) well, there was one time that (pause) I myself was shocked when (pause) I've said that I've always been an outdoorsy person myself, when I've been able to (pause) then I've come across those that (pause) they can't even put skis on!" (F1)

One consequence of this societal disconnection that interviewees perceived was the importance of the role of the outdoor educator, or "guide" in their words. This role took two forms: guide as interpreter and the guide as safety manager. F1 believed that his role should be to teach people "how to read nature." F3 explained this role first as "to advise people and help them then if they have any questions about nature we try to tell them (pause) and in general that you know a lot of Finnish nature and the whole ecosystem." Second, she saw her role as getting people excited about nature too.

> For example, my generation has pretty much already shied away from the forest…like they don't know as much about what you can do in the forest and like, well, if someone could just show them a bit they could really get excited then (F3).

Yet, when asked if teaching people about nature was a central part of outdoor education at their school, F2 said, "our training isn't aimed at that." The words of a survey respondent attested to the role of the leader. "Nowadays people have begun to lose their connections to nature and thus it's good to have a skilled professional group to take people to have these experiences" (Survey respondent). As F1 said, to "be able to take groups safely" into nature is a key element of their role. If people are truly disconnected, respondents perceived that they must be watched over.

> Well, people are nowadays so helpless that if (pause) that they won't necessary make it by themselves then there must be someone who knows and is able to advise them and make being in nature safe for the helpless. For this reason we need this kind of thing. (F3)

University of Minnesota Duluth.

There were six themes that emerged from UMD students' perspectives on the value of outdoor education, which are presented with the subthemes in Table 12.

Table 12

University of Minnesota Duluth Value Themes and Subthemes

Value Theme	Subthemes
1) Value of outdoor experiences	1) Connection to the environment 2) Stress relief 3) Active Lifestyle 4) Interpersonal relationships 4) Personal growth 5) Novel experiences
2) Skills development	1) Teaching skills 2) Hard skills
3) Stewardship	1) As main goal of OE 2) OE solidifies values 3) Ability to articulate values
4) Experiential learning	1) Personal learning style 2) Effective in engaging others
5) Counteracting societal issues	1) Growing importance of outdoor education 2) Disconnection from nature 3) Role of teacher

Finding 1: Value of outdoor experiences.

The first finding concerning UMD respondents' perception of the value of outdoor education is the effects that these experiences have on people. The types of experiences can be indoors, but most frequently, respondents talk especially strongly about experiences that also occur in the outdoors. The effects are divided into six subthemes: connection to the environment, stress relief, active lifestyle, interpersonal relationships, personal growth, and novel experiences.

Connection to the environment was mentioned by three of the four interviewees as well as 8 value-based open-ended survey responses. From the respondents' perspectives, forming a connection to the environment through an outdoor experience also helped to create a land ethic and supported the stewardship value of outdoor

education. As a survey respondent aptly put it, "Outdoor Education connects one with the land. Without that connection, why care? Outdoor Education is the only thing that can save this planet from certain disaster." The second value of outdoor experiences talked about by outdoor education students is stress relief. A survey participant said, "Exposure to nature is a basic factor that is hard-wired into us. Under the right circumstances, exposure to nature can calm and center participants." Third, respondents valued the active lifestyle in outdoor education. In the words of R1:

> And within in our bodies and minds, the active element of being outdoors and being healthy um which uh has the corollary of improving our minds. Um and all the research that shows that connection, the body mind connection. Um, I think that's the other piece (R1)

The fourth value of outdoor experiences occurred in interpersonal relationships, which in the perceptions of UMD outdoor education respondents came in shared positive experiences in the outdoors and moments of group bonding. Interpersonal relationships were described as a value of outdoor education by all four interviewees and found in four survey responses. R3 describes the power of shared experiences in terms of values of environmental benefits and social benefits.

> Um, so value the outdoor education, it gives one the ability to share positive experiences, um, like I work for the climbing program, our climbing director Lucas has this saying that when we're teaching about climbing—and this can be applied to outdoor education more generally—in a way it's sort of selfish because as climbers we're trying to get more people to climb so we have

> climbing partners um and I think in the same way by being outdoor educators…um…it's possible to create more people who want to go out into the wilderness or into nature and also want to protect it, which in a way is somewhat of a selfish endeavor, but I know that if more people are interested in setting aside land for use and preservation that it creates more benefits for me but I think that it can also create very positive benefits for them as it has for me and appreciation of the land, positive experiences, maybe social benefits as I found before, interacting with people. (R3)

The fifth value of outdoor experiences that respondents spoke about is personal growth. Personal growth was talked about by all four interviewees as well as in 9 open-ended survey responses. Outdoor education was seen "To help people realize and discover self potential" by a survey respondent. This feeling of personal growth came as an incredibly powerful theme for R3 because of the number of times that he mentioned it, later returned to it, and the way that he spoke of it. For him, learning how to teach in outdoor education was a struggle that he grew from. He explained that "the first few times teaching lessons as part of the program were—they were pretty terrifying for me." For him outdoor education experiences "pushed me to do things that I wasn't necessarily comfortable doing, like teaching or speaking um at the time I *really* was not comfortable speaking in groups or anything like that." As a result of these struggles, however, he said, "I'm just more comfortable in that environment. Which for me has been *huge*. It's opened so many doors where I feel comfortable." The subtheme novel experiences was mentioned in three of the four interviews as well as one reference in

the qualitative survey responses. R3 spoke of how moving and influential experiences in the outdoors could be when they were so novel. Speaking about the culminating leadership experience of the major, R3 said "it was an emotionally moving experience for them, first of all because it's a…very novel setting for someone growing sort of in the Minnesota Wisconsin region, which is where a lot of people come from."

Finding 2: Skills development.

The second value attributed to outdoor education was skills development, which is divided into two subthemes: teaching skills and hard skills. The value of teaching skills was mentioned by three of the four interviewees, and the development of hard skills was seen as important to R3 and R4 as well as a few survey responses. R1 told that through outdoor education:

> I gained skills to be able to teach, I was super shy…I didn't have any knowledge or wherewithal, I wasn't a natural teacher, I see natural teachers come through here. I wasn't one. And so I developed the ability to teach and a lot of that was through practical experiences, teach by doing and that's why I, I'm such an advocate of that, you know, I get students in here…[who have] train wrecks on their first lesson. That's fine, cuz they can develop to be a fantastic teacher. (R1)

Hard skills was a subtheme mentioned be two of the four interviewees as well as by survey respondents. R3 spoke of the value of hard skills in terms of helping him be comfortable in the outdoors. He said "this gave me more sense of independence, uh, trust in my skills…within the first year of switching into the major I actually started doing some solo trips um just because I felt comfortable enough being in the outdoors."

Finding 3: Stewardship.

The theme of stewardship was mentioned numerous times by all four interviewees as well as coming up in 11 out of 51 open-ended responses concerning value. In this theme, three distinct subthemes emerged: 1) stewardship is the main goal of outdoor education; 2) learning about outdoor education helps to solidify students' values regarding stewardship; and 3) learning in outdoor education provides students with tools to articulate their stewardship values. The value of outdoor education that R1 spoke of most strongly was stewardship. He said, "My ultimate goal is that people become stewards. Stewardship is kinda the thing." The words of a survey respondent demonstrated the perception that stewardship was crucial. "Outdoor education enables the environment to become something of value to people. People in turn protect that which they value" (Survey respondent). The second subtheme under stewardship is that studying outdoor education solidified students' values of stewardship. This subtheme came out in three of the four interviews. When asked if his values concerning outdoor education have changed in his schooling, R3 explained how his awareness has clarified.

> I'd said yes and no, I would say what (pause) has happened is that I've become more aware of my values (pause) I think explicitly aware of them, for example things like a land ethic, or understanding what it means to be responsible for the environment (pause) those things have become more explicit in my in my learning here (pause) you know, very often (pause) people are taught growing up, you know, thinking like don't litter, care for the earth (pause) but those

> kinda generalized they're not always clear what that means. So it's helpful to learn (pause) why we should do that. (R3)

The third subtheme under stewardship as a value of outdoor education was that in studying outdoor education students' gained tools to articulate value of stewardship. R1 explained the effect of studying outdoor education on his peers. "It exposed people to different environments and different approaches to exploring those environments that they were unaware of. And the same with me (pause) it gave them the tools to articulate things that they couldn't articulate before."

Finding 4: Experiential learning.

The fourth theme concerning values of outdoor education is experiential learning, which had two subthemes: experiential learning as a personal learning style and how it is effective in engaging others. R1 and R3 were the two interviewees that particularly stressed the importance of experiential learning, and their sentiments were supported by seven open-ended survey responses. R3 commented that he learned better experientially and that is was more enjoyable.

> An environment that for some people works better in learning things, for example, myself, I mentioned before I often don't enjoy learning through lecture, but I can learn (pause) many things in an outdoor setting [which] I don't know if I would've necessarily learned in a classroom setting. (R3)

One survey respondent proclaimed the value of how experiential learning is, in this context he/she referred to its influence on children.

> I feel it is extreemly (*sic*) important in todays (*sic*) society to give kids the experiance (*sic*) and oportunity (*sic*) to UNPLUG and have fun outside while they are learning. If they are having fun they will learn and remember what is being taught. If they remember the lesson and the experiance (*sic*) they will take that into adulthood to help them make choices about our world and environment in the future.

Finding 5: Counteracting societal issues.

The fifth and final theme that emerged from responses by University of Minnesota Duluth respondents is counteracting societal issues, which emerged from respondents' passionate testimonies. R4 believes that outdoor education is valuable despite her perception that many do not value it, which reflects the first subtheme—the growing importance of outdoor education.

> People don't think it, like most when I say I'm an Outdoor Recreation major everyone's like "oh, you're just gonna go play outside and have fun," but I definitely think there's value in it even if people don't realize it. (R4)

A survey respondent sees the growth of outdoor education as a hopeful sign that it is valued more: "I've found that the perspective one takes towards the world is what the world shows them to be valuable. I'm glad the field is growing. It shows a change in what people consider valuable." The second subtheme is the role of OE in counteracting a disconnection from nature. A survey respondent's quote depicts this

subtheme by saying, "The outdoors is beginning to become less important to our society at large, Outdoor Education is a way to counteract it." One example of counteracting this trend is in this quote that speaks about the value of teaching and how it can create change: "Teaching a healthy, active lifestyle with nature being the perfect environment to encourage spontaneous, self-driven fun exercise. Childhood obesity is soaring and we need a major change" (Survey respondent). This quote demonstrates the final subtheme—the role of the teacher in counteracting societal issues.

Triangulated Results

The quantitative and qualitative were compared in the final stage of analysis, and they are presented in this section in joint tables as recommended by Creswell and Plano Clark (2011). In each table, the questions from the quantitative survey are listed along the left column. Mean scores (displayed in column 2) are ranked from greatest value to least value, and only notable items with high mean scores and low mean scores are displayed. Each mean score is accompanied by congruent responses from the qualitative portions of the survey (column 3) and the interviews (column 4). All omitted items are listed and briefly described before the relevant tables. Tables 13 and 15 present the NKC motivation and value findings respectively, and the UMD motivation and value findings are present in tables 17 and 19. Themes that were found in the qualitative data that did not arise in the quantitative data are presented in tables 14 and 16 (NKC) and tables 18 and 20 (UMD). Boxes in which there was no relevant quote from the qualitative data are indicated by the words "no data."

Research question 1: Motivations to study outdoor education from students' and alumni perspectives.

North Karelia College.

In the NKC responses to the 10 survey questions on motivation, there were four items with a mean score above "4," indicating that the motivation statement was between "somewhat important" and "very important" to their choice of outdoor education as a major. The remaining six items received scores of less than four, and the lowest score is displayed here. Omitted are "I want to participate on the trips that the major offers" (3.98), "I want to teach people about the outdoors" (3.79), "I want to help protect the environment" (3.75), and "I want qualifications to help me get a job" (3.73). "I want to teach outdoor adventure activities" (3.69) was omitted because there were no quotes that supported it.

Table 13

Triangulation of NKC Motivation Findings

I want to spend a lot of time in the outdoors.	4.63	"The thought of combining a wonderful recreational hobby and work feels great. In other words, to be be able to do what I want the most and to be able to make a living by doing it."	"I have, like, hated it for so many years that (pause) I haven't have time to be enough (pause) like (pause) in nature" (F1).
I want to develop my outdoor skills.	4.60	"I wanted to learn new wilderness and moving in nature skills which I can benefit from in my free time."	No data

I want to work in the outdoors.	4.10	"A profession close to nature."	"I thought that I would do such a feat and study a profession in which one wants to be in nature all of the time" (F1).
I want a job that will help me keep active.	3.63	"I like to move. I want a job which is multifaceted and in which I don't need to do a lot of paper work or bookkeeping."	"Yeah, that I get to do myself like physical work with my body like that is like important" (F3).

Table 14

NKC Motivation Themes Absent from Quantitative Data

Absent themes	Survey response	Interview response
Past experiences in nature	"Previous experiences in nature activities and moving in nature and hiking make the field seems very interesting."	"I've always enjoyed fishing and have fished from a young age, and it's always been kind of a dream to be a wilderness guide and the possibility came up" (F4)
By chance	"They happened to advertise in the paper at the right time."	"There was the ad and it was just something like that I thought 'that would really be great'…I thought that this is *exactly* what I want to do" (F1).
New experiences	In order to get life experience, new hobbies and people into my life."	"now I straight up *have* to be with people more (pause) which is really a nice change…[because] trucking is relatively lonely work" (F1).

University of Minnesota Duluth.

UMD responses to motivation statements indicated that they saw each statement as between "somewhat important" to "very important" to their choice of outdoor education as a major. Four items are omitted: "I want to learn about the environment"

(4.57, “I want a job that will help me keep active” (4.57), “I want to help protect the environment” (4.55), and “I want qualifications to help me get a job” (4.50).

Table 15

Triangulation of UMD motivation findings

UMD motivation	Mean	Congruent survey response	Congruent interview response
I want to spend a lot of time in the outdoors.	4.77	"Being outdoors and active motivated me to have this major along with teaching others."	" I had a class in high school called Outdoor Adventures and that definitely just sparked my interest in outdoor recreation in general, I mean I wanted to just pursue my own interest and camping trips and that stuff and I just decided…that was definitely what I wanted to do" (R2).
I want to work in the outdoors.	4.73	"I've always had a love for the outdoors since i was young i've wanted to work in the outdoors."	"um, I guess just working in the outdoors in general, the environment of it. I knew I didn’t want to sit in an office all day" (R4).
I want to teach people about the outdoors.	4.63	“I star[t]ed in outdoor education because I thought I could have the most positive influence in connecting people to nature by having them learn about it and experience it.”	"Um, I think it was just I mean my leaders definitely had a huge um impact on it, well like they’re so knowledgeable and they made it so much fun, and I decided that I wanted to help do that too someday to people" (R4).
I want to develop my outdoor skills.	4.34	“I also chose outdoor education as a major to improve and enhance my leadership, teaching, and management skills.”	No data
I want to teach outdoor adventure activities.	4.23	"I love working with kids and with deaf kids that is why i am a deaf studies minor. i wish to start my own high adventure camp for the deaf."	No data

Table 16

UMD Motivation Themes Absent from Quantitative Data

Absent themes	Survey responses	Interview responses
Experiential learning	“Experiential education is of method of teaching I learn best with.”	"Um, but what I didn’t like doing is learning it in a classroom setting. And this gave me an option to learn it more in an applied setting" (R3).
To have fun	"I wanted to have fun and go into adventure and ecotourism"	"Um, I mean I did study part of it just to have fun. Like it’s just such a fun major and jus’ doing what I want to do" (R4).
Family background	"My parent's love for the outdoors and trips to the BWCA had a profound influence on my own connection. The fact that they valued education as well only supported the decision to jump majors."	"I know my parents, we went on like car camping trips to different places. We got to go to Yellowstone and that stuff, which gave me a little interest then, but it was really sparked later on" (R2).
Influence of a role model	"I joined the outdoor ed program as a way of passing on my knowledge to kids like my father has done for me."	"My leaders definitely had a huge um impact on it, well like they’re so knowledgeable and they made it so much fun, and I decided that I wanted to help do that too someday to people" (R4).
Significant outdoor experiences	"My summer camp experiance (sic) as a child and then as a councelsor (sic) in Northern MN led me to this field."	"Yeah, it was a turning point for me. I had done Boundary Waters off and on for years…I was able to see other people that were naturalists working in the field of outdoor education in some way shape or form. Um (pause) that, maybe this could be a career" (R1).

Research question 2: Value of outdoor education from students' and alumni perspectives.

North Karelia College.

All mean scores from NKC value items received a value of above "4," indicating that the respondents' opinions "agreed" with value statements. The first item presented in the table received the highest mean score of any item across questions and across sites. Omitted from the table are "Outdoor education helps people form connections with nature." (4.52), "Outdoor education is important for the wellbeing of my clientele." (4.50), and "Outdoor education helps people improve physical fitness." (4.45).

Table 17

Triangulation of NKC Value findings

NKC value	Mean	Congruent survey response	Congruent interview response
Outdoor education provides people with meaningful experiences in the outdoors	4.88	"People nowadays are beginning to lose their connection to nature, so it's good to have a skilled professional group to take people to have these experiences."	"Because they have like good experiences and in a way get away from like their normal daily routine, a little bit of release like something different and like it surely then gives them strength back in to their daily routine." (F3)
Outdoor education helps me improve my outdoor skills	4.68	"I learned a lot of new skills and I learned how to move safely in nature in demanding conditions."	"quite comprehensively…skills that, of course they are developing all the time" (F1)
Outdoor education helps promote a healthy lifestyle.	4.58	No data	"Moving in nature sure is relaxing and (pause) you can just *listen* and *be* (pause) and there's no stress then" (F3)

Involvement in outdoor education helps promote a sustainable way of life.	4.56	No data	"I've certainly changed my lifestyle to a certain extent… how to be in nature and what all you can do there and what you can't do, litter, and all that has changed completely and values like well that you shouldn't spoil nature. (F4)
Outdoor education is important to protect nature	4.38	No data	"Well, sure in my opinion well perhaps when I tell customers about what all happens in nature and that well surely they start thinking in a different way about like things and nature like valuing nature and its diversity and everythings that's there" (F4)
Outdoor education helps develop relationships between people.	4.33	No data	"away from the clamor of the city like I think they get a lot closer cooperation and like a closer system and in my opinion it's a really good effect on their wellbeing" (F4).

Table 18

NKC Value Themes Absent from Quantitative Data

Absent themes	Survey responses	Interview responses
Intrinsic value of nature	"Because without nature there wouldn't be people"	"Everything came from nature and you should protect it because of that and well like that's it will be the same for future generations" (F4).
Moving in nature	"Value and good skills in moving in nature "	"Moving in nature sure is relaxing and (pause) you can just *listen* and *be* (pause) and there's no stress then" (F3).

Break from daily routine	No data	"Because they have like good experiences and in a way get away from like their normal daily routine, a little bit of release like something different and like it surely then gives them strength back in to their daily routine" (F3).
Personal growth	"It teaches us a lot about ourselves."	I have grown personally…like at least in the way that I have *had* to plan more myself and do more myself (pause) early too but certainly more when we leave into the woods (pause) because neither your mom or anybody else is coming to help you if it's hard to carry your gear and then you *have* to plan yourself. (F2)
Counteracting societal issues	"People nowadays are beginning to lose their connection to nature, so it's good to have a skilled professional group to take people to have these experiences."	Well, people are nowadays so helpless that if (pause) that they won't necessary make it by themselves then there must be someone who knows and is able to advise them and make being in nature safe for the helpless. For this reason we need this kind of thing. (F3)

University of Minnesota Duluth.

All UMD responses to the value items indicated that their opinions are between "agreeing" and "strongly agreeing" with the statements, based on their scores above 4. Responses omitted from the tables are "Outdoor education helps develop relationships between people" (4.55), "Outdoor education helps promote a healthy lifestyle" (4.52), and "Outdoor education helps me improve my outdoor skills" (4.51).

Table 19

Triangulation of UMD Value Findings

UMD value	Mean	Congruent survey response	Congruent interview response
Outdoor education helps people form connections with nature.	4.71	"Outdoor Education connects one with the land. Without that connection, why care? Outdoor Education is the only thing that can save this planet from certain disaster."	"there's a certain affinity that people can develop, um for the environment when they find it valuable in and of itself...it creates a sense of place for people that they realize their connection to the place that it creates a very real sense (pause) for their lives. "(R3)
Outdoor education provides people with meaningful experiences in the outdoors.	4.71	"Something magical happens outdoors. Being so close to living organisms sprouting out of the ground, hiking through a massive rock canyon formed by rivers thousands of years ago or watching an anvil shaped cloud get taller and taller in the distance makes you realize that we are just a small part of this crazy world were in. It makes you appreciate life in a refreshing way."	"it's some people if they have like a difficult experience in the outdoors, for some people it seems like they never want to go again if they have a really hard time out there. But it's like I have seen people who will like struggle but eventually kinda figure it out and have some personal gain there and really enjoy it after that and appreciate it. " (R2)
Outdoor education is important to protect nature.	4.64	"Realizing I have a place and an impact in a system wherever I go gave me a deep sense of responisibility (*sic*) and empowered me to make smarter decisions to benefit all."	"Outdoor education is the best way to go about fixing that and making people environmentally aware, making decisions to protect it, cuz it's not going in the right direction now" (R2).

Outdoor education helps people improve physical fitness.	4.30	"It simply allows people to experience the beauty around us and play, which is good for people's minds and bodies."	"I think it's um the physical benefit is tremendous. And within in our bodies and minds, the active element of being outdoors and being healthy um which uh has the corollary of improving our minds. Um and all the research that shows that connection, the body mind connection" (R1).
Outdoor education is important for the wellbeing of my clientele.	4.30	"Outdoor Ed, particularly for long term city residents, can provide great perspective on life and what it means to be alive". It may help them to see the value of the natural world, to give them a break from the concrete and electronics in their everyday world."	"...for the average person it's a therapeutic thing to spend time in nature and makes you feel better" (R2).
Involvement in outdoor education helps promote a sustainable way of life	4.20	"I believe it is the most important tool for environmental sustainability in the future."	" Um…by creating those positive experiences and creating people that are aware of issues pertaining to the outdoors, the outdoors environment, um…and that appreciation for, the desire to see and preserve in some fashion people inevitably have different levels that they want to preserve it" (R3).

Table 20

UMD Value Themes Absent from Quantitative Data

Value themes absent from quantitative survey	Survey responses	Interview responses
Experiential learning	"Outdoor education broadens horizons and promotes self reliance through the hands-on and exploratory learning style."	"And so I developed the ability to teach and a lot of that was through practical experiences, teach by doing and that's why I, I'm such an advocate of that, you know I get students in here…train wrecks on their first lesson,. That's fine, cuz they can develop to be a fantastic teacher" (R1).
Counteracting societal disconnection from natural world	"The outdoors is beginning to become less important to our society at large, Outdoor Education is a way to counteract it."	"Can also be a social bonding experience for people on sort of a society level...But it creates a cultural value to outdoor experiences, which can certainly tie in to outdoor education." (R3)
Personal growth	"To help people realize and discover self potential (*sic*)."	"and pushed me to do things that I wasn't necessarily comfortable doing, like teaching or speaking um at the time I *really* was not comfortable speaking in groups or anything like that" (R3).
Novel experiences	"Outdoor education allows people to grow and gain skills/values through experiences they may not have previously had."	"it was an emotionally moving experience for them, first of all because it's a…very novel setting for someone growing sort of in the Minnesota Wisconsin region, which is where a lot of people come from" (R3).

Summary of findings

The vast array of data presented in this chapter can be consolidated into nine major findings, which are explained in the context of literature and culture in chapter 5. These findings in their relevant categories were:

NKC motivation

- Outdoor life
- Personal circumstances and closeness to nature as a result of past experiences

UMD motivation

- Outdoors as a lifestyle
- Past experiences

NKC value

- Values of moving in nature
- Counteracting disconnection from nature

UMD value

- Meaningful connection and stewardship
- Counteracting societal issues through teaching by experience
- Link between motivation and values

Chapter 5

Discussion

Overview

This chapter discusses the results of each research questions individually, followed by their synthesis in implications and recommendations. The results from the quantitative and qualitative data are triangulated to present the most prominent findings for each question, which are explained in context of the literature. Implications and recommendations connect the findings to their impact on practice at each institutions and potential future research.

Research Question 1: Motivation to Study Outdoor Education

Participants seldom indicated that a *single* motivation led them to study outdoor education. Respondents often indicated many factors that influenced their decision; therefore, this account of motivations highlights overlapping, relevant elements from the respondents' perspectives. Motivations from the North Karelia College study site are presented first, followed by the University of Minnesota Duluth.

North Karelia College.

Triangulated motivation finding: Outdoor life.

NKC QUAN		NKC QUAL
Spend time outdoors (4.63) Develop outdoor skills (4.60) Want to work in outdoors (4.10)	+	Values toward nature Personal benefits Job-related motivations

Figure 8. NKC triangulated motivation finding.

This finding arises from the overlap between the quantitative and qualitative data. Three of the four quantitative motivation statements from the survey with the highest mean scores (shown above on the left) correspond with three of the four qualitative motivation themes (shown above on the right). The specific subthemes that connect to the motivation statements are the desire to *just be outside* (subtheme of values toward nature), skills development (subtheme of personal benefits), and combining a job with a hobby (subtheme of job-related motivations).

The label for this finding "outdoor life" comes directly from a participant's words. He/she said that his/her motivation to study outdoor education was "Closeness to nature and an emphasis on exercise and outdoor life" (Survey respondent). The finding outdoor life means that students want to combine their personal and professional motivations into one. That is, their preferred nature-based outdoor recreation activities frame their job. Nature-based outdoor recreation in Finland appears to be based on the *Erä* concept, which Karppinen (2012a) explains as a cultural tradition of a close relationship to nature that lays the foundation for outdoor education in Finland. *Erä* relates to the cultural element of Finns' relationship to nature and the way they commonly experience nature. Finns regard nature as close, both in terms of physical proximity and legal access to natural areas. In addition, they regard nature as being closely tied to their identities as Finns. Outdoor life seems to be linked to Finland's universal land access law (called Everyman's Right or *jokamiehenoikeus*), which, in simplified terms, allows any resident of Finland the freedom to walk, camp, pick berries and mushrooms in any forest regardless of the owner, with exception of National Parks

and other protected natural areas. Interaction with nature is a deep-seated cultural tradition, and an important element of this *Erä* tradition is wilderness (or outdoor) skills (Karppinen 2012a). It seems that the connection between outdoor life and *jokamiehenoikeus* is further supported by the common nature-based outdoor recreation activities that NKC survey respondents reported participating in. The results show that the five most common activities are hiking (85%, n=41/48), berry picking (67%, n=32), paddling (56%, n=27), mushroom picking (52%, n=25) and camping (52%, n= 25), all of which are specifically protected under *jokamiehenoikeus*. In addition, Beery (2011) operationalizes the Swedish term *friluftsliv* as "nature-based outdoor recreation," and Karppinen (2012) contends that *Erä* can be translated into Swedish, Norwegian, and Danish as *Friluftsliv* (p. 2). He says "Almost every culture has its own meaning to express health, wellbeing and relationship with nature" (p. 2).

One limitation in the interviews in Finland is that they did not include specific questions about *jokamiehenoikeus* and its possible relationship to outdoor education from the interviewees' perspectives. Instead, this speculation is reliant on the researcher's personal experience with Finnish culture and an attempt to read between the lines in terms of the assumptions that respondents make about nature. For example, one respondent claimed the nature is a Finnish way to create wellbeing. In her words "but certainly *this* is like a good *Finnish* way to raise wellbeing this nature." Connecting this directly to the finding outdoor life, this motivation seems to be deeply related to the values that respondents attach to experiences in nature, since they want to have more experiences in nature in general and on the job, in particular.

It is notable that the quantitative motivation item with the highest mean value ("I want to learn about the environment," 4.67) is absent from the qualitative data. I speculate that an explanation for this absence may be found in the Finnish cultural notion of outdoor life presented above. I speculate that Finns may assume that they will learn about the environment through being outside developing their wilderness skills on the job.

NKC qualitative motivation finding: Personal circumstances and closeness to nature based on past experiences.

The qualitative themes of personal circumstances and closeness to nature based on past experiences (a subtheme of values toward nature) seem to account for many respondents' explanations of their motivations. Closeness to nature as a result of past experiences seems to indicate that respondents were familiar with outdoor experiences in nature. I speculate that this familiarity, when combined with personal circumstances, partially accounts for students' choice to study outdoor education. The theme personal circumstances includes the subthemes "by chance" and "new experiences," both of which seem to indicate that many students did not have a clear vision of what they wanted to study when they began their schooling. This has interesting implications for recruiting students, and it will be discussed further in the implications section.

These qualitative themes (and subthemes) were absent from the quantitative data. I speculate that they may fill the gap apparently left by respondents' answers to the quantitative motivation items. That is, there are four out of 10 responses from the quantitative motivation items that have a mean score of more than "4," which

corresponds to respondents' agreeing that the statement was a motivation for them to study outdoor education. The remaining six items have a mean value of between 3.63 and 3.98, and because of this seeming relatively low score, I speculate the qualitative data captured some other stronger motivations that were not presented as options in the quantitative survey questions.

University of Minnesota Duluth.

Triangulated motivation finding: Outdoors as a lifestyle.

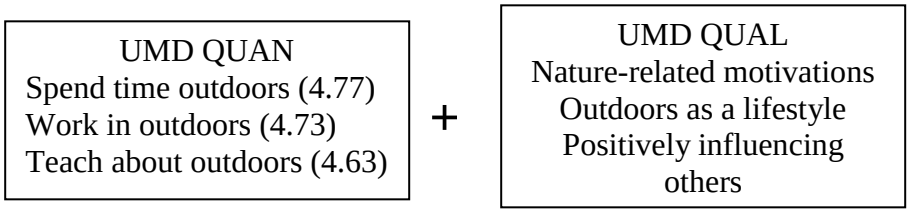

Figure 9. UMD triangulated motivation finding. The quantitative motivation statements from the survey with the three highest means (above left) align with three qualitative themes (above right).

This finding demonstrates respondents' motivation to combine what they enjoy doing in their free time with what they want to do for work. Work in UMD respondents' perspectives involves teaching others about the outdoors, which is seen as having a positive influence. This finding speaks to the passion and dedication that the respondents show towards the outdoors, and many express the view that they are seemingly lucky to be able to get paid for what they enjoy to do. In addition, this motivation indicates that spending time in the outdoors is a value of outdoor education. One subtheme under positively influencing other was connecting to nature. One respondent believed that people in general, but especially children are "missing out a lot by not having those experiences [playing in the woods] and connections with nature"

(Survey respondent). The link between motivations and values will be discussed later in this chapter.

UMD qualitative motivation finding: Past experiences.

Past experiences is a theme that arose in the qualitative data and is absent from the quantitative data. This absence highlights the value of combining two datasets in order to get a more complete understanding of respondents' motivations. This finding is meaningful because of the following sequence that seems to be implied by respondents' accounts:

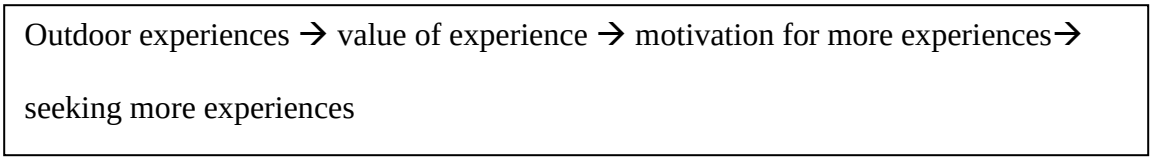

Figure 10. The link between value and motivation through outdoor experiences.

That is, students have outdoor experiences that impact them in such a way that they value the experiences. Because they value them, they are motivated for more experiences, and thus seek additional experiences. One way of seeking more experiences is to study outdoor education because they know this is one route to be able to have these experiences. These outdoor education experiences can be so significant that they motivate students to pursue the field.

Additionally, the past experiences finding seems to point to the influence and responsibility that students have as role models. Outdoor education students will become leaders of outdoor experiences as part of their studies, and often times they lead fellow students, but they may also lead non-students. The influence of a role model

during an outdoor experience, in particular, was perceived as being a major contributing factor that led some respondents to study outdoor education. Outdoor education students should be aware of the influence they have and use this responsibility wisely. This finding also seems to show the influence of outdoor education professors as role models. As above, it seems that outdoor education professors should be aware of their influence and should assume this responsibility to lead by example and be positive role models for their students.

Research Question 2: Value of Outdoor Education

North Karelia College.

Triangulated Value Finding: Values of moving in nature.

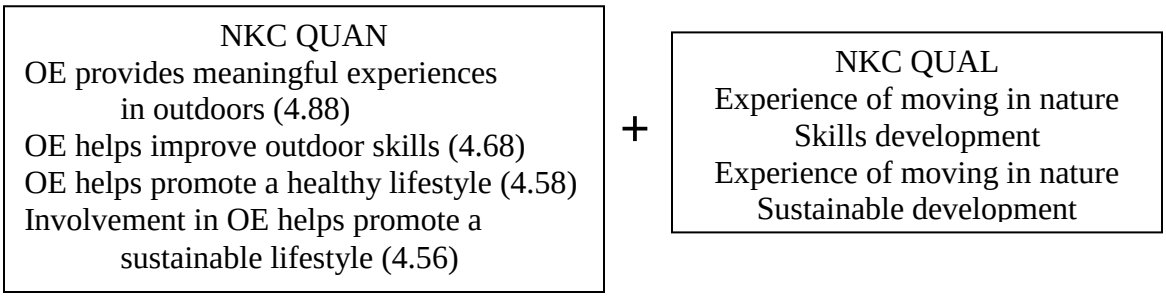

Figure 11. NKC triangulated value finding.

The four items from the NKC quantitative value statements with the highest mean values—in Figure 11, above left, align with the three of the four qualitative themes—above right. The highest scored quantitative statement in found in *all six* subthemes of the experience of moving in nature. The second quantitative statement is reflected in the theme skills development, while the third statement is found in a subtheme of the experience of moving in nature called healthy and active lifestyle. The fourth statement is linked to the final qualitative theme.

This triangulated finding presents the value of the effects of experiences moving in nature. The term moving in nature is a direct translation from the Finnish term *luonnossa liikkuminen*, which respondents frequently referred to. For example, F3 said "moving in nature sure is relaxing and (pause) you can just *listen* and *be* (pause) and there's no stress then." The term has more connotations than its literal translation because it is linked to the Finnish cultural concept of *Erä*, similar to the NKC triangulated motivation finding of outdoor life (Karppinen, 2012a). The connection between motivations and value will be further discussed in the implications sections.

This multifaceted finding includes the value of a connection to nature, a break from the daily routine, a healthy and active lifestyle, environmentally friendly behavior, among others, all of which can be linked to academic literature highlighting the needs that outdoor education meets. These needs include the need for awareness [of the natural world], the need for appreciation of the natural environment, the need for environmental literacy, and the need for recreative experience (Hammerman et al., 2001).

NKC qualitative value finding: Counteracting disconnection from nature.

The second finding, counteracting disconnection from nature, emerged from the qualitative themes and was absent from the quantitative data. North Karelia College respondents had the perception that as Finns become more disconnected from nature the importance of outdoor education is growing—given their belief in the ability of outdoor education to (re)connect people to nature. Respondents were able to provide examples of how Finns are still connected to nature, but at the same time they expressed concern

and consternation about how some Finns are already quite disconnected, notions that are both reflected in the literature (Tyrväinen et al., 2003). In their perception, respondents see the two-sided nature of their role as a guide: as an interpreter of nature and as a safety manager—to interpret nature for their customers and to guard customers who are lacking the skills to manage on their own. This theme seems to show that the role of outdoor education is indeed a societal need, especially in Finland where these outdoor educators work in the nature tourism industry, which is growing twice as fast as conventional tourism and which is the most important industry for the regional economy in Lapland (Saarinen & Hall, 2004; Tyrväinen, 2006). I speculate that guides are often not expected to play an educational role in Lapland, for instance, where they tend to provide experiences and services for foreign tourists (based on R4's account), however, it should be stressed that the potential for environmental learning is present in nature tourism (Kimmel, 1999).

University of Minnesota Duluth.

Triangulated value finding: Meaningful connection and stewardship.

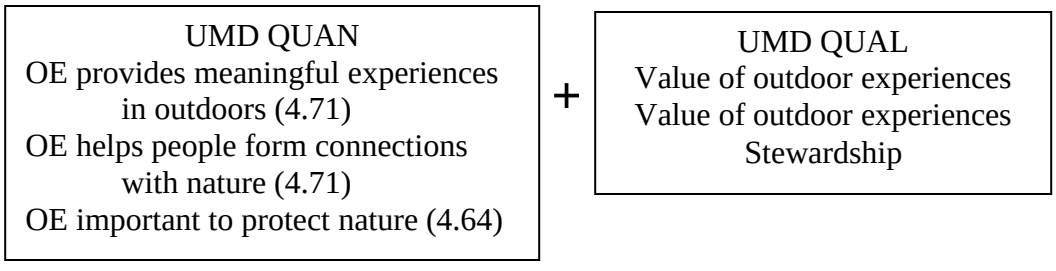

Figure 12. UMD triangulated value finding.The three quantitative value statements with the highest mean scores support the two most prevalent qualitative themes as shown above.

This finding presents respondents' perception that outdoor experiences are meaningful experiences that help create a connection to nature. The importance of an emotional tie to the natural world is extensively cited in the literature (Cheng & Monroe, 2012; Hinds & Sparks, 2008; Hungerford & Volk, 1990; Iozzi, 1989a, 1989b; Kals et al., 1999; Müller, Kals, & Pansa, 2009; Pepi, 1994; Pooley & O'Conner, 2000; Sward & Marcinkowski, 2001). The finding also presents the perception that a connection with nature leads toward stewardship behaviors. Even though respondents believe strongly in this link, the academic literature, on the other hand, is very careful in phrasing this link. Some researchers contend that an emotional connection to the natural world is a prerequisite for the development of an environmentally literate citizenry (Sward & Marcinowski, 2001) as well as acting in ways that benefit the environment (Hinds & Sparks, 2008; Kals et al., 1999; Pepi, 1994; Pooley & O'Connor, 2000), but there is no claim of cause and effect.

UMD qualitative value finding: Counteracting societal issues through teaching by experience.

This finding emerged from the qualitative data along the intersections of two themes: experiential learning and counteracting societal issues, which were both absent from the quantitative data. This finding demonstrates UMD respondents' perception that outdoor education is growing in importance because of society's disconnection from nature. Society's separation from the natural world through urbanization is prevalent in academic literature (Donaldson & Donaldson, 1958/1973; Eels, 1986; Knapp, 2012; Shankland, 1947). Respondents also stressed the importance of the role

of the outdoor educators and the usefulness of experiential learning strategies, which provides their students and program participants with direct experience with the natural world. According to experiential learning theory, these direct experiences create possibilities for more effective learning (Dewey 1938/1997; Kolb, 1984). UMD respondents highlighted that experiential learning can also be very fun, which is a way to engage people. The researcher speculates that the perception that a major is "fun" can both attract people to the major, but it may also imply that the content and importance of the major are not taken seriously.

Link between motivation and value.

There appears to be a connection between the value of outdoor experiences and the motivation to provide experiences for others. The nature of this connection seems to be centered on the powerful effects of experiences in the outdoors, a connection that R3 described in detail through many of his experiences. Initial motivations to study outdoor education often come as a result of a combination of factors: previous experience in the outdoors as youth, a role model—teacher or leader that provided an outdoor experience, and the interpersonal relationships and personal growth that came from the experience. Upon later reflection, according to R3's account, he began to see both the extrinsic and intrinsic value of being outdoors and how his experiences led him to be motivated to educate others *about* the outdoors and create positive experiences *in* the outdoors. In this way, he hopes to form connections to people (interpersonal relationships) and connections between people and the outdoors that may lead to development of personal values toward the outdoors. These values may be based on

stewardship and the desire to protect natural spaces or based on the therapeutic and rejuvenating value of outdoor experiences. R3 believes that the extrinsic and intrinsic values of outdoor experiences reinforce each other to motivate more people to care and expose, in turn, more people to the outdoors. The practical implications of this link will be discussed shortly.

Implications

Students' and alumni's motivations and values regarding outdoor education gathered in this study can inform higher education programmatic considerations. The usefulness depends on specific programmatic goals and intended outcomes. At a general level, future studies could investigate the alignment of study partcipants' perception with such goals and outcomes. At specific level, results from this study imply a number of considerations at both NKC and UMD.

Implications for practitioners at NKC.

The following recommendations for the NKC outdoor education program are explained in context of implications of the NKC findings:

1) The program should have a more selective admission process

2) The program should better communicate the importance of outdoor education to the public and its students

3) The program should place an increased emphasis on teaching interpretive skills

Findings from North Karelia College indicate that a significant motivation to study outdoor education was by chance, even though respondents commonly cited multiple reasons that influenced their decision. This indication that many students did not have a clear vision for what they wanted to study seems to suggest a potential difficulty in recruiting students that are dedicated to the field. If students come across the program by chance, this suggests that recruitment materials are effective. However, if marketing plays a significant role in students' choice, this can also imply a seeming lack of perceived importance of outdoor education as a field.

On this basis, the first recommendation for NKC is to be more selective in their admission of students. At an institutional level they must balance the quantity of students will the quality of graduates. The prevalence of the by chance motivation, however, could be partially accounted for because 79% of study respondents were alumni. One of the lead NKC outdoor education professors explained that in 2005 and 2006 about 40% of students graduated, but in recent years that number has increased by around 90% due to increased selectiveness of admission (K. Nyholm, personal communication, May 14. 2013). Thus, many of the alumni could have attended the institution at a time when admission was not as selective.

Second, the predominance of the motivation by chance also seems to indicate that outdoor education is not commonly perceived as important in Finland. It may be the case that Finns still believe that they are connected to nature, or, on the other hand, Finns may be so used to life in the city that the notion of a relationship with nature is not seen as relevant. In addition, the ease of access to natural areas could contribute to

the formation of a cultural blind spot, a lack of recognition of how society as a whole tends to become more disconnected with the natural world. A question that Finnish outdoor educators need to ask themselves is how they can better communicate the importance of outdoor education and the importance of a relationship with the natural world to both the public and their students. This seems to be especially pressing because many respondents expressed that a closeness to nature from past experiences was a foundation that led them to be motivated to study outdoor education. If fewer and fewer Finns have these experiences—because of a growing disconnection from nature—it seems that there may be fewer students that apply for this type of schooling.

Third, respondents' perceptions on the role of outdoor education imply the need to extend NKC students training in interpretive skills. Currently, NKC students receive extensive training in outdoor skills, safety, and first aid, but training in interpretation follows a "learn by doing" approach. NKC respondents believed that outdoor education is a method to counteract the growing disconnection from the natural world; yet it seems that such an important goal should be emphasized more specifically in their training. Following the advice on the need to revamp outdoor education proposed by Wattchow and Brown (2011), NKC training could slowly move away from a strict emphasis of technical skills to also emphasize "knowing one's place(s) and developing good pedagogic strategies for introducing others to it/them" (p.182). At NKC outdoor education graduate tend to seek work at nature tourism businesses; nature tourism can indeed be a site for environmental learning, but if this is the intention then the program's content and approach must be carefully planned and excecuted (Kimmel,

1999). A focus on interpretation in the training would be more feasible if Finnish parks started to use more in-person interpretation at there facilities instead of relying on non-personal forms of interpretation such as signs and displays (K. Nyholm, personal communication, May 14, 2013).

Implications for practitioners at UMD.

The following recommendations for the UMD outdoor education program are explained in context of implications of the UMD findings:

1) Professors should help students understand and apply the link between motivations for and values of outdoor experiences

2) The program should emphasize the influence that both professors and students have as role models

3) The program should provide students with longer, interdisciplinary outdoor experiences

First, results from UMD respondents emphasize the link between motivations and values. UMD outdoor education students come to value their outdoor experiences, and the values of these experiences have motivated them to seek more experiences and share these valuable kinds of experiences with others. Thus, the first recommendation is that outdoor education professors' make the link between experience, value, and motivation explicit for students during the reflection element of the experiential learning cycle. As they process outdoor experiences with their students they could help students see the value of their own experiences and helps students understand how they

can use their own experiences to motivate others. Higgins & Nicol (2002) contend that it is the instructor's role to help the student interpret the experience and generalize it so that it becomes relevant to the student. Students can then apply this understanding to both motivate others to seek outdoor experiences as well as to craft positive experiences for others.

Second, the UMD finding concerning the importance of role models has implications for students and professors. Students serve as role models for peers and non-students as they lead outdoor experiences, and professors serve as role models for their students. This seems to imply that careful planning is essential in order to provide a positive example of what outdoor education can provide people, which may motivate students of all ages to value the field of outdoor education more and maybe even choose to pursue it. In addition, an understanding of students' motivations and values can lead to improved recruitment and marketing of the major.

UMD respondents stressed the value of both outdoor experiences and experiential learning. Based on their perceptions, the third recommendation is to provide students with longer outdoor experiences that utilize experiential learning. NKC's use of block scheduling can serve as a model. At UMD, the outdoor education program could strive to organize one or two semesters of block scheduling in, for example, students' junior year. Students could take four outdoor education classes, in which a key element would be extended trips that last between one and two weeks. These trips could serve as opportunities for students to use their outdoor skills and teaching skills in a way that enhance the programmatic goals of the major and

incorporate values that students attribute to outdoor education in an experiential and integrated manner.

Implications for research.

Eight surveys were conducted in-person in Finland. When the data from these surveys was entered into the electronic database, it appeared that many of the open-ended responses contained more in-depth and richer descriptions than the electronic responses. Shorter and fewer responses could have been provided for a wide variety of reasons. I speculate that the rapport building with the survey respondents in-person could have influenced them to give more thought and spend more time on the open-ended responses. It seems that this observation could have an implication for survey research, and it appears that the role of rapport building with survey respondents could be further investigated. As a caution, one must also keep in mind the danger of social desirable responses if the researcher is present with the study participants.

Recommendations for Future Research

It seems that using both quantitative and qualitative datasets to inform this investigation of motivation and value was indeed very beneficial. The perspectives of the interviewees certainly contributed not only a depth and richness of detail but also contributed themes that were not found in the quantitative data; thus, a convergent design, specifically concurrent triangulation, was useful. In future research, a sequential approach could mitigate the identified "gaps" in the survey. For example, a first phase of research could start with interviews, analyze the data, and then construct the survey with the qualitative findings in mind. In the second stage of research the

survey would be conducted, the data analyzed, and then the two datasets could be compared.

The second recommendation in survey construction would be to distribute it on a national scale. It may be necessary to create a different survey in the United States and in Finland, but in either country, having respondents from across the nation would add an expanded dimension to the understanding of motivation and value concerning outdoor education. The findings from such a large study sample, especially if random sampling was used, could produce more generalizable results.

Conclusion

This study explored pre-service and alumni outdoor education students and alumni motivations for studying outdoor education and the value of outdoor education on a social and cultural level. This research highlights the value of experiences in the outdoors and the multifaceted role of outdoor educators in outdoor experiences. This project contributes to the development of academic research concerning outdoor education in Finland, which is still very limited (Karppinen 2012a). In addition, this study brings awareness to the role of the educator's training, which, in turn can help increase the delivery of outdoor education training by the higher education faculty that deliver these courses. In essence, the hope is that the field of outdoor education will be strengthened by such critical investigation. Collaboration between places with differing traditions and histories of outdoor education can provide insights into ways to improve the field overall.

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Appendix A

Outdoor education from students' perspectives

Survey

Greetings outdoor education students! I am Matti Erpestad, and I am conducting research to explore current and previous outdoor education majors' motivations for pursuing their studies and how they perceive the importance of outdoor education. I have chosen you because either you are a current student or an alumnus of a higher education program in outdoor education.

I am asking for 10-15 minutes of your time to complete this survey. Your responses are very important to me and valuable for my research, so thank you very much for taking part in this survey!

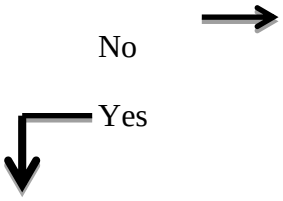
Before participation in this survey, please read the consent form that was sent as an email attachment to you. Please be aware that your response to these questions indicates your consent in taking part in the survey.

Your decision whether or not to participate in this survey will have no effect on your relationship with the institution nor your status or bearing in your academic program. Your participation is entirely voluntary and you can stop participation at any time you so choose.

Your responses will in no way affect your schooling or grades, and responses will be completely anonymous. No individuals will be identifiable by their responses.

Thank you! Your participation is greatly appreciated!

1. Are you a current student in the UMD Outdoor Education program?



2. If you ARE a current student in the program, **how long have you been in the program**?

This is my first year

This is my second year

This is my third year

This is my fourth year

This is my fifth year

I don't know

3. If you ARE a current student in the program, **what is the official name of your major**?

Recreation

Recreation/Outdoor education

Outdoor education/recreation

Outdoor and environmental education

Other (Please specify)_____

ATTENTION: if you ARE a current student in the UMD Outdoor Education program, move to question 6. Skip questions numbered 4 and 5.

4. If you ARE NOT a current student, **when were you last in the program**?

Less than a year ago

1-3 years ago

4-6 years ago

7-9 years ago

10 or more years ago

I don't know

5. If you ARE NOT a current student, **what was the official name of your major when you studied**?

Recreation

Recreation/Outdoor education

Outdoor education/recreation

Outdoor and environmental education

Other (Please specify)_____

The following statements will be asking about your **motivations** to choose outdoor education as a major

DIRECTIONS

Please read each of the following statements. Using the scale beneath each question, click the circle that best describes your opinion.

How important have the following statements been in your choice of outdoor education as a major?

6. I want to spend a lot of time in the outdoors.

Not important at all Not very important Somewhat important Very important I don't know

7. I want to learn about the environment.

Not important at all Not very important Somewhat important Very important I don't know

8. I want a job that will help me keep active.

Not important at all Not very important Somewhat important Very important I don't know

9. I want to teach people about the outdoors.

Not important at all Not very important Somewhat important Very important I don't know

10. I want to work in the outdoors.

Not important at all Not very important Somewhat important Very important I don't know

11. I want to help protect the environment.

Not important at all Not very important Somewhat important Very important I don't know

12. I want to participate on the trips that the major offers.

Not important at all Not very important Somewhat important Very important I don't know

13. I want to teach outdoor adventure activities.

Not important at all Not very important Somewhat important Very important I don't know

14. I want qualifications to help me get a job.

Not important at all Not very important Somewhat important Very important I don't know

15. I want to develop my outdoor skills.

Not important at all Not very important Somewhat important Very important I don't know

16. What are other important reasons for your choice of outdoor education as a major?

The following statements will be asking about how you see the **value** of outdoor education as a field.

DIRECTIONS

Read each of the following statements. Using the scale beneath each question, click the circle that best reflects your opinion.

17. Outdoor education is important to protect nature.

Strongly disagree Disagree Neutral Agree Strongly agree I don't know

18. Outdoor education helps people form connections with nature.

Strongly disagree Disagree Neutral Agree Strongly agree I don't know

19. Outdoor education is important for the wellbeing of my clientele.

Strongly disagree Disagree Neutral Agree Strongly agree I don't know

20. Outdoor education helps improve my outdoor skills

Strongly disagree Disagree Neutral Agree Strongly agree I don't know

21. Outdoor education helps develop relationships between people.

Strongly disagree Disagree Neutral Agree Strongly agree I don't know

22. Outdoor education provides outdoor education people with meaningful experiences in the outdoors.

Strongly disagree Disagree Neutral Agree Strongly agree I don't know

23. Outdoor education helps people improve physical fitness.

Strongly disagree Disagree Neutral Agree Strongly agree I don't know

24. Outdoor education helps promote a healthy lifestyle.

Strongly disagree Disagree Neutral Agree Strongly agree I don't know

25. Involvement in outdoor education helps promote a sustainable way of life.

Strongly disagree Disagree Neutral Agree Strongly agree I don't know

26. What are other reasons why outdoor education is valuable?

27. After completing your degree in outdoor education what did you/what do you intend to do?

Seek work in the outdoor education field

Seek an advanced degree in the outdoor education field

If so, in what specific area?_____

Seek work in another field

If so, in what field?_____

Seek an advanced degree in another field

If so, in what specific area?_____

28. Please rank your top three choices. Type a "1" in the square next to your first choice. Type a "2" in the square next to your second choice. Type a "3" in the square next to your third choice.

What do want to do with your major when you graduate?

I want to work as a wilderness guide

I want to work at a state or national park

I want to manage an outdoor education program

I want to manage an environment education program

I want to work at a nature center.

I want to work in conjunction with formal setting

Other, please specify?_____

29. What is your expected income in a job after completing an outdoor education degree?

Less than $20,000 a year

$20,001 - $30,000 a year

$30,001- $40,000 a year

$40,001- $50,000 a year

More than $50,001 a year

30. Describe your background prior to starting the outdoor education program. Check all of the boxes that apply:

I started this program straight from high school

I am a transfer student

I changed major (within same school)

I sought this major as a job change

I have work experience in the outdoor education field

I have work experience in another field

If so, what field(s)?_____

31. Before starting the outdoor education major, what outdoor recreation related hobbies did you practice? Check all that apply.

Hunting

Fishing

Foraging

Paddling

Hiking

Backpacking

Skiing

Camping

Rock climbing

Biking

Bird watching

Other?_____

32. How old are you? Please choose one of the following categories.

18-20

21-23

24-26

27-29

30+

33. Where was your home residence while you grew up?

In an urban area

In a suburban area

In a rural area

Other. Where?_____

34. Please specify your sex. Please choose one of the following categories.

Male

Female

35. What is your ethnic group?

36. Please share any additional thoughts/comments about what motivated you to study outdoor education.

37. Please share any additional thoughts/comments about your opinion of the importance outdoor education

Thank you for participating in this survey! Your answers are valuable!

Appendix B

Luonto- ja ympäristöalan opiskelioiden näkökulmista

Tutkimuskysely

Terveisiä Minnesotasta! Olen Matti Erpestad, opiskelija Niittylahden LUMO 07 kurssilta, ja pyydän sinua ystävällisesti osallistumaan oheiseen kyselyyn. Kyselyyn vastaaminen kestää noin 10-15 minuuttia.Valmistuttuani luonto-ohjaajaksi palasin takaisin Yhdysvaltoihin, Minnesotaan, jossa opiskelen tällä hetkellä yliopistossa (Duluthin campus). Tutkimukseni aiheena on vertailla Yhdysvaltojen ja Suomen luontokoulutuksissa opiskelevien henkilöiden arvoja sekä motivaatiota koskien luontoalaa. Suomen vierailuni tarkoituksena on suorittaa kyselyt Niittylahden nykyisille ja entisille luonto-ohjaaja opiskelijoille kysyen mm. mistä syistä he ovat pyrkineet luonto- ja ympäristöalan koulutukseen ja millä tavalla he pitävät luonto- ja ympäristöala tärkeänä. Teidän vastauksenne ovat minulle erittäin tärkeitä ja kiitänkin jo etukäteen, että osallistutte tähän tutkimukseen!

Ennen kyselyyn osallistumista, lue suostumuslomakkeen, jonka lähetettiin sinulle sähköpostiliitteenä

On huomiottava että näihin kysymyksiin vastaaminen tarkoittaa tutkimuksen osallistumisen suostumuksenne. Joko päätätte osallistua tähän tai kieltäytytte osallistumasta, tama seikka ei millään vaikuttaisi teidän ja Pohjois-Karjalan Opiston välisen suhteen. Osallistuminen on täysin vapaaehtoista, ja on mahdollista lakkaa vastaamasta million vain. Vastaaminen ei millään vaikuttaisi teidän koulutukseen eikä arvosanoihin. Teidän vastaukset pidetään ehdottamasti luottamuksellisia ja nimettömiä. Ei kukaan pysty tunnistmaan sinun henkilösyytä vastauksien perusteella.

Kiitos paljon! Teidän vastauksenne ovat minulle erittäin tärkeitä ja kiitänkin jo etukäteen, että osallistutte tähän tutkimukseen!

1. Oletko nykyinen Niittlahden opiston luonto- ja ympäristöalan opiskelija?

Ei → Siirry kysymykseen 4

Kyllä ↓

2. Jos OLET nykinen opiskelija, kauanko olet opiskellut luonto- ja ympäristöalakoulutuksessa?

Aloitin juuri

Tämä on ensimmäinen vuosi

Tämä on toinen vuosi

Tämä on kolmas vuosi

Tämä on neljäs vuosi

3. Jos OLET nykinen opiskelija: kun valmistut luonto- ja ympäristöalakoulutuksesta, minkä ammattinimikkeen saat? Klikkaa kaikki ympyrät, jotka käyvät sinulle:

luonto-ohjaaja

ympäristönhoitaja

erä- ja luonto-opas

Muu, mikä?_____

HUOM! Jos OLET nykinen opiskelija, siirtyy kysymykseen 6. Jätä kysymkyset 4 ja 5 vastaamatta.

4. Jos ET OLE nykinen opiskelija, million olit Niittlahden opiston luonto- ja ympäristöalan opiskelijana?

Vähemmän kuin vuosi sitten

1-3 vuotta sitten

4-6 vuotta sitten

7-9 vuotta sitten

10 tai enemmän vuotta sitten

5. Jos ET OLE nykinen opiskelija: valmistuttuasi koulutuksesta, minkä ammattinimikkeen sait? Klikkaa kaikki ympyrät, jotka käyvät sinulle:

luonto-ohjaaja

luonto-yrittäjä

ympäristönhoitaja

erä- ja luonto-opas

Muu, mikä?_____

Seuraavilla väitteillä kysytään miksi valitsit juuri luonto- ja ympäristöalakoulutuksen?

OHJEET: Lue seuraavat väitteet. Klikkaa ympyrää, joka kuvaa parhaiten sinun mielipidettäsi eli **kuinka tärkeä** kyseinen väite on ollut sinulle hakeutuessasi luonto- ja ympäristöalan koulutukseen?

6. Haluan viettää paljon aikaa luonnossa.

Ei ollenkaan tärkeä Ei kovin tärkeä En osaa sanoa Kohtalaisen tärkeä Erittäin tärkeä

7. Haluan oppia luonnosta/ympäristöstä.

Ei ollenkaan tärkeä Ei kovin tärkeä En osaa sanoa Kohtalaisen tärkeä Erittäin tärkeä

8. Haluan työpaikan, jossa pysyn aktivisena.

Ei ollenkaan tärkeä Ei kovin tärkeä En osaa sanoa Kohtalaisen tärkeä Erittäin tärkeä

9. Haluan opettaa ihmisille luontoon liittyviä asioita.

Ei ollenkaan tärkeä Ei kovin tärkeä En osaa sanoa Kohtalaisen tärkeä Erittäin tärkeä

10. Haluan työskennellä ulkona/luonnossa.

Ei ollenkaan tärkeä Ei kovin tärkeä En osaa sanoa Kohtalaisen tärkeä Erittäin tärkeä

11. Haluan suojella luontoa.

Ei ollenkaan tärkeä Ei kovin tärkeä En osaa sanoa Kohtalaisen tärkeä Erittäin tärkeä

12. Haluan osallistua opiston tarjoamiin vaelluksiin/retkiin.

Ei ollenkaan tärkeä Ei kovin tärkeä En osaa sanoa Kohtalaisen tärkeä Erittäin tärkeä

13. Haluan opettaa seikkailuaktiviteetteja ulkona/luonnossa.

Ei ollenkaan tärkeä Ei kovin tärkeä En osaa sanoa Kohtalaisen tärkeä Erittäin tärkeä

14. Haluan pätevyydet, jotka auttavat minua saamaan työpaikan.

Ei ollenkaan tärkeä Ei kovin tärkeä En osaa sanoa Kohtalaisen tärkeä Erittäin tärkeä

15. Haluan kehittää erätaitojani.

Ei ollenkaan tärkeä Ei kovin tärkeä En osaa sanoa Kohtalaisen tärkeä Erittäin tärkeä

16. Mitkä muut tärkeät syyt ovat vaikuttaneet valintaasi hakeutua luonto- ja ympäristöalalle?

Seuraavilla väitteillä kysytään **miten arvotat** luonto- ja ympäristöalaa?

OHJEET: Lue seuraavat väitteet. Klikkaa ympyrää, joka kuvaa parhaiten mielipidettäsi.

17. Luonto- ja ympäristöalan toiminta on tärkeätä luonnonsuojelun kannalta.

Täysin eri mieltä Jokseenkin eri mieltä En samaa enkä eri mieltä

Jokseenkin samaa mieltä Täysin samaa mieltä En osaa sanoa

18. Luonto- ja ympäristöalan toiminta auttaa ihmisiä kehittäämään luontosuhdettaan.

Täysin eri mieltä Jokseenkin eri mieltä En samaa enkä eri mieltä

Jokseenkin samaa mieltä Täysin samaa mieltä En osaa sanoa

19. Luonto- ja ympäristöalan toiminta on tärkeätä asiakkaiden hyväolon luomiseen

Täysin eri mieltä Jokseenkin eri mieltä En samaa enkä eri mieltä

Jokseenkin samaa mieltä Täysin samaa mieltä En osaa sanoa

20. Luonto- ja ympäristöalan toiminta auttaa minua kehittäämään erätaitojani.

Täysin eri mieltä Jokseenkin eri mieltä En samaa enkä eri mieltä

Jokseenkin samaa mieltä Täysin samaa mieltä En osaa sanoa

21. Luonto- ja ympäristöalan toiminta auttaa ihmisten välisten sosiaalisten suhteiden kehittämiseen.

Täysin eri mieltä Jokseenkin eri mieltä En samaa enkä eri mieltä

Jokseenkin samaa mieltä Täysin samaa mieltä En osaa sanoa

22. Luonto- ja ympäristöalan toiminta tarjoaa luonnossa tapahtuvia merkityksellisiä elämyksiä.

Täysin eri mieltä Jokseenkin eri mieltä En samaa enkä eri mieltä

Jokseenkin samaa mieltä Täysin samaa mieltä En osaa sanoa

23. Luonto- ja ympäristöalan toiminta auttaa ihmisten kuntoutuksessa.

Täysin eri mieltä Jokseenkin eri mieltä En samaa enkä eri mieltä

Jokseenkin samaa mieltä Täysin samaa mieltä En osaa sanoa

24. Luonto- ja ympäristöalan toiminta edistää terveellisiä elämätapoja.

Täysin eri mieltä Jokseenkin eri mieltä En samaa enkä eri mieltä

Jokseenkin samaa mieltä Täysin samaa mieltä En osaa sanoa

25. Luonto- ja ympäristöalan toiminta auttaa kestävä elämäntavan edistämistä

Täysin eri mieltä Jokseenkin eri mieltä En samaa enkä eri mieltä

Jokseenkin samaa mieltä Täysin samaa mieltä En osaa sanoa

26. Mistä muista syistä luonto- ja ympäristöalaa arvostetaan?

27. Mitä aiot tehdä, kun valmistut luonto- ja ympäristöalalta?

Etsin luonto- ja ympäristöalan työtä

Hakeudun luonto- ja ympäristöalan jatko-opintoihin

Mihin aiheeseen?_____

Estin muun alan töitä

Mihin alaan?_____

Hakeutuu muun alan jatko-opintoihin

Mihin aiheeseen?_____

28. Jos hakeudut luonto- ja ympäristöalan töihin, niin millaisia töitä haluaisit tehdä? Valitse yksi seuraavista vaihtoehdoista.

Haluan työskennellä erä- ja luonto-oppaana

Haluan työskennellä kansallispuistossa

Haluan toimia leirikoulun johtajana

Haluan työskennellä luontokeskuksessa

Haluan työskennellä luonto- ja ympäristöalan tehtävissä koulujen yhteistyössä

Muu, mikä?_____

29. Paljonko oletat tienaavasi luonto- ja ympäristöalan töissä? Valitse yksi seuraavista vaihtoehdoista.

Vähemmän kuin 20,000 €/vuosi

20,001 - 30,000 €/vuosi

30,001- 40,000 €/vuosi

40,001- 50,000 €/vuosi

Enemmän kuin 50,001 €/vuosi

30. Kuvaa tausteesi ennen kun aloitit luonto- ja ympäristöalan koulutuksen. Klikkaa kaikki ympyrät, jotka käyvät sinulle:

Tulin suoraan lukiosta

Vaihdoin toisesta koulusta luonto- ja ympäristöalan koulutukseen

Hakeuduin luonto- ja ympäristöalan koulutukseen

Tulin asepalveluksesta tai siviilipalveluksesta

Minulla on työkokemusta luonto- ja ympäristöalalla

Minulla on työkokemusta toisella alalla

Jos on, millä alalla/aloilla?_____

31. Mitä luontoon liittyviä harrastuksia sinulla on? Klikkaa kaikki ympyrät, jotka käyvät sinulle:

Metsästys

Kalastus

Sienien poiminta

Marjojen poiminta

Melonta

Retkeily

Hiihto

Telttailu

Kallio/seinäkiipeily

Pyöräily

Lintubongaus

Muu, mikä?_____

32. Minkä ikäinen olet? Valitse yksi seuraavista vaihtoehdoista.

18-20

21-23

24-26

27-29

30+

33. Missä kasvoit? Klikkaa kaikki ympyrät, jotka käyvät sinulle:

Kasvoin kaupungissa

Kasvoin esikaupungissa

Kasvoin maalla

Muualla, missä?_____

34. Sukupuoli? Valitse yksi seuraavista vaihtoehdoista.

Mies

Nainen

35. Onko sinulla muuta sanottavaa mistä syistä hakeudit luonto- ja ympäristöalan koulutukseen?

36. Onko sinulla muuta sanottavaa mistä syistä luonto- ja ympäristöala on tärkeä?

Kiitos paljon tutkimuskyselyyn osallistumisestasi!

Appendix C

Outdoor education from students' perspectives

Interviews

Greetings outdoor education students! I am Matti Erpestad, and I am conducting research to explore current and previous outdoor education majors' motivations for pursuing their studies and how they perceive the importance of outdoor education. I have chosen you because either you are a current student or an alumnus of a higher education program in outdoor education.

I am asking for 15-20 minutes of your time to ask you a few questions about your choices toward your major in outdoor education. Your decision whether or not to participate in this interview will have no effect on your status or bearing in your academic program. Your participation is entirely voluntary and you can stop participation at any time you so choose.

Before participation in this survey, please read the consent form that I am now handing to you. Please be aware that your response to these questions indicates your consent in taking part in the interview.

Your decision whether or not to participate in this interview will have no effect on your relationship with the institution nor your status or bearing in your academic program. Your participation is entirely voluntary and you can stop participation at any time you so choose.

Your responses will in no way affect your schooling or grades, and responses will be kept entirely confidential. Only myself, and my advisor, Dr. Ken Gilbertson, will know of you or your responses. During data analysis your names will be removed from your responses so that individual comments will not be traceable to any individual.

Thank you! Your participation is greatly appreciated!

Background questions:

Describe your program of study.

What do you consider to be the main components?

Central questions:

1. How did you decide to study outdoor education?

Follow-up questions

   a. Can you recall particular experiences that influenced this decision? Y N
   b. If so, what were they?

2. What were your motivations to study outdoor education?

Follow-up questions

   a. What did you gain the most out of your studies?
   b. In your opinion, did your experience as a student impact your personal life? Y N
   c. If so, how?
   d. Did your values toward outdoor education change during your schooling? Y N
   e. If so, how?

3. In your opinion, what is the value of outdoor education?

Follow-up questions

   a. In your opinion, how does outdoor education contribute to well-being of your fellow students?
   b. In your opinion, how does outdoor education contribute to well-being of your clientele/customers?

4. In your opinion, is outdoor education an important field? Y N
5. Please explain why?

Follow-up questions

   a. What role does outdoor education play in society?
   b. What is the importance of outdoor education?
   c. Why does it exist as a profession?

Appendix D

Luonto- ja ympäristöalan opiskelijoiden näkökulmista

Haastattelut

Terveisiä! Olen Matti Erpestad, opiskelija Niittylahden LUMO-07 kurssilta ja pyydän sinua ystävällisesti osallistumaan haastatteluun. Haastattelu kestää noin 15-20 minuuttia. Valmistuttuani luonto-ohjaajaksi palasin takaisin Yhdysvaltoihin, Minnesotaan, jossa opiskelen tällä hetkellä yliopistossa (Duluthin campus). Tutkimukseni aiheena on vertailla Yhdysvaltojen ja Suomen luontokoulutuksissa opiskelevien henkilöiden arvoja sekä motivaatiota koskien luontoalaa. Suomen vierailuni tarkoituksena on suorittaa kyselyt sekä haastattelut Niittylahden nykyisille ja entisille luonto-ohjaaja opiskelijoille kysyen mm. mistä syistä he ovat pyrkineet luonto- ja ympäristöalan koulutukseen ja millä tavalla he pitävät luonto- ja ympäristöala tärkeänä. Teidän vastauksenne ovat minulle erittäin tärkeitä ja kiitänkin jo etukäteen, että osallistutte tähän tutkimukseen!

Ennen kyselyyn osallistumista, lue tämän suostumuslomakkeen, jonka annan sinulle nyt.

On huomiottava että näihin kysymyksiin vastaaminen tarkoittaa tutkimuksen osallistumisen suostumuksenne. Joko päätätte osallistua tähän tai kieltäytytte osallistumasta, tama seikka ei millään vaikuttaisi teidän ja Pohjois-Karjalan Opiston välisen suhteen. Osallistuminen on täysin vapaaehtoista, ja on mahdollista lakkaa vastaamasta million vain. Vastaaminen ei millään vaikuttaisi teidän koulutukseen eikä arvosanoihin. Teidän vastaukset pidetään ehdottamasti luottamuksellisi. Ei kukaan paitsi mina ja minun neuvonantaja Ken Gilbertson pääsee näkemään sinun vastauksia.

Kiitos paljon! Sinun osallistumista suuresti arvostetaan!

Taustakysymkset

Kuvaile luonto- ja ympäristöala.

Mitkä koulutuksen osat pidät koultuksen pääosina?

Mitkä koulutuksen osat tulevat ensimmäisenä mieleen kun ajattelet koulutustasi?

Pääkysymykset:

1. Miten päädyit opiskelemaan luonto- ja ympäristöalaa?

Tarvittaessa seuraavat kysymykset

   a. Muistatko tarkasti kokemukset, jotka mahdollisesti vaikuttivat tähän päätökseen? Kyllä Ei
   b. Jos muistat, mitkä he ovat?

2. Mistä syistä hakeuduit luonto- ja ympäristöalan koulutukseen?

Tarvittaessa seuraavat kysymykset

   a. Mitä sait koulutuksesta?
   b. Vaikuttiko kokemuksesi luonto- ja ympäristöalan opiskelijana sinuun? Kyllä Ei
   c. Jos vaikutti sinuun, miten?
   d. Muutuiko sinun luonto- ja ympäristöalaan liityvät arvot koulutuksen aikana? Kyllä Ei
   e. Jos muutuit, niin millä tavoin?

3. Mikä ovat mielestäsi luonto- ja ympäristöalan tärkeimpiä arvoja?

Tarvittaessa seuraavat kysymykset

   a. Miten luonto- ja ympäristöala vaikuttaa mielestäsi opiskelijoiden hyvinvointiin?
   b. Miten luonto- ja ympäristöala vaikuttaa mielestäsi asiakkaiden hyvinvointiin?

4. Onko luonto- ja ympäristöala mielestäsi tärkeä? Kyllä Ei
5. Jos on, niin miksi?

Tarvittaessa seuraavat kysymykset

   a. Mikä mielestäsi on luonto- ja ympäristöalan yhteiskunnallinen rooli?
   b. Mikä on luonto- ja ympäristöalan tarkoitus?
   c. Mistä syistä se on olemassa ammattina?

Kiitos oikein paljon haastatteluun osallistumestasi!